



<b>Title</b>	<b>The primary literacy programme-reading/writing : students' motivation in reading and how it motivates students to be self-regulated readers of English</b>
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**The Primary Literacy Programme-Reading/ Writing:  
Students' motivation in reading and how it motivates students to be  
self-regulated readers of English**

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for the degree of  
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### **Abstract**

The study examines how the Primary Literacy Programme- Reading/Writing motivates a class of P.1 students to read and supports them to be self-regulated readers of English. The research was conducted in a local school which it was the first year PLP-R/W was implemented. With triangulation of data collection from students, the English teachers and also observations, the findings shows that students were motivated to read by the interesting story books, the learning of high frequency words, peer groupings that cater for their diversities and the supportive and comfortable environment of the English room that correlates reading as a joyful experience. Although the students need more choices of books and independent reading time, they are developing to be strategic, intrinsically motivated to read and have shown metacognition by setting goals to read more and read English in a self-initiated way.

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## **Chapter 1      Introduction**

As a child, I enjoyed reading a lot and I particularly liked picking English books which, to me, were more interesting and imaginative. My habit of reading not only brought interesting and peaceful moments to my childhood, but also helped facilitate my English literacy development. Unlike in my past, when children could only mainly obtain English story books from the public library, there is now more resources in terms of authentic children's literature available to support students' literacy development in the English classroom.

As suggested by the Curriculum Development Council (2004), a balanced school-based English curriculum consists of about 40 percent of lesson time on reading workshops. (P.99) In 2004, the Primary Literacy Programme-Reading/Writing (PLP-R/W)(Key stage 1) was set up by the Advisory Teaching Team (ATT) of the Native English-speaking Teacher (NET) Section to support the running of school's reading workshops as part of the school-based English language programme. (EDB, 2007, P.1) More than 100 schools participated in the two-year-pilot programme in 2004. Since then, more schools have adopted this scheme to support their reading workshops. In the report commissioned by the Education Bureau of HKSAR in 2007, to investigate of the effectiveness of the NET programme, Griffin, Woods, Storey, Wong, and Fung (2007) found that, students who participated in PLP-R have had greater growth in their reading and writing skills than those who did not. Students could overcome the disadvantage of lack of books at home when supported with more reading materials and also different reading strategies from the programme. (P.83). It is also mentioned by Griffin et al. (2007) that shared reading and guided reading are more easily incorporated into general English lessons. (P.175)

In addition to the positive results found in the report and the positive comments by teachers (EDB, 2007, P.1,4,6), students were reported to have developed enjoyment in towards reading in PLP-R/W(Griffin et al., 2007, p. 179). What are the sources of

students' enjoyment in reading? Are students interested in children's literature or the different reading activities? Are they motivated to be self-regulated readers by the programme when they read independently at home without the scaffolding provided by the NET and the local English teacher? As mentioned by the CDC (2004), apart from teaching students the language, students' pleasure and satisfaction in using English is also one of the aims of English education. (P.11). "Pleasure" which is an intrinsic motivating factor in reading is crucial for students to develop their interests in reading. However, in the teaching procedures I have experienced as a student teacher, students respond to the authentic texts differently. Despite the findings by Griffin et al. (2007) about students' positive reading development, it is worthwhile finding out what motivates Hong Kong young students to read in a reading workshop situation at school and how they could be motivated to become self-regulated readers of English in the "reading to learn" culture aimed at by the Education Bureau. Therefore, I wish to carry this research about how students in KS1 respond to the teaching of reading in PLP-R/W and how strategies used in PLP-R/W could enable students to be self-regulated readers. The *research questions* for this case study are:

- 1. How are students motivated to read in the reading activities in PLP-R/W?**
- 2. How are they motivated to be self-regulated readers of English by PLP-R/W?**



## **Chapter 2 Literature Review**

In response to the research questions, this chapter is going to outline the teaching of literacy with a focus on students' reading in KS1. There is an outline of the objectives of PLP-R/W and the research findings related to PLP-R/W. The other two foci of the review are the reading motivation and the factors that support children's self-regulated learning in reading.

### **2.1 Literacy development: teaching and learning of reading in Hong Kong Primary classroom**

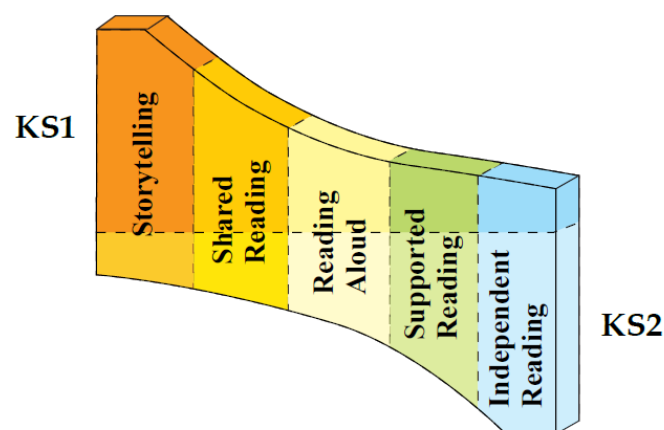
#### ***Learning reading***

Reading and writing are complex processes that are grown from oral language and are built on listening and speaking (Cooper & Kiger, 2009). Reading is an interactive process between the texts and the readers in which the readers are actively constructing meaning from the text (Hedge, 2000; Winch, Johnston, Holliday, Ljungdalk, & March, 2010). For fluent readers, Cameron (2001) pointed out that “ the reading process involves the visual information from written symbols as well as phonological information from the sounds the symbols make when spoken and semantic information from conventional meanings associated with the words as sounds and symbols, together with knowledge of social uses of the text as discourse”. Readers make use of *top down processing* and *bottom up processing* when constructing meaning from texts. The top down approach of processing is the application of prior knowledge to work on the meaning of a text and the bottom up processing approach refers to the decoding of letters, words and other language features in a text (Hedge, 2000). Freebody and Luke (1990) explained the reading process with the reader's role when reading: Readers are code breaker and text participant who make uses of semantic, syntactic and graphophonic knowledge mentioned to read. In addition, readers are also text users and text analysts who have to work out assumed meanings in the text and participate in various social contexts

where the written texts are available. The development of reading skills does not only happen in the classroom but in a global context that is rich of texts (Pinter, 2006). Children should be exposed to texts in the real world that they could read to achieve different social purposes (Winch et al., 2010).

### ***Teaching reading in Hong Kong primary schools***

The Curriculum Development Council highlighted that the design of the Hong Kong curriculum emphasizes facilitating the development of a “reading to learn’ culture so that students can develop their reading habits gradually (CDC, 2004, P.5). As mentioned by the CDC (2004), 60% of English lesson time is for General English (GE) and the 40% is for reading workshops. There are five teaching strategies for teaching reading: storytelling, reading aloud, shared reading, supported reading (guided reading) and independent reading (CDC, 2004, A29). The reading and scaffolding by teachers decreases as students move from KS1 to KS2 which students are expected to become more independent readers.

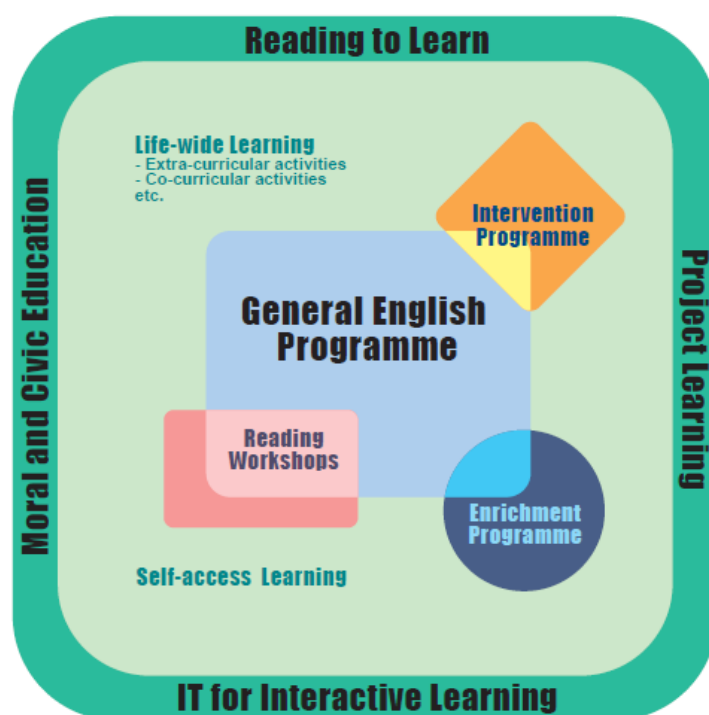


**Figure 2: Reading strategies and their proportion in KS1 and KS2 (adapted from CDC (2004) *English Language Curriculum Guide: Primary 1- 6*, A29)**

## 2.2 The Primary Literacy Programme- Reading/ Writing

### i. The objective

In 2004, the Primary Literacy Programme-Reading (PLP-R)(Key stage 1) was set up by the Advisory Teaching Team (ATT) of the Native English-speaking Teacher (NET) Section to support the implementation of schools' reading workshop as part of the school-based English language programme ( EDB, 2007, P.1). The programme was later developed to support writing from the reading resources as well.



**Figure 1: Components of a School-based English Language Curriculum (adapted from CDC(2004) *English Language Curriculum Guide: Primary 1- 6*, P.90)**

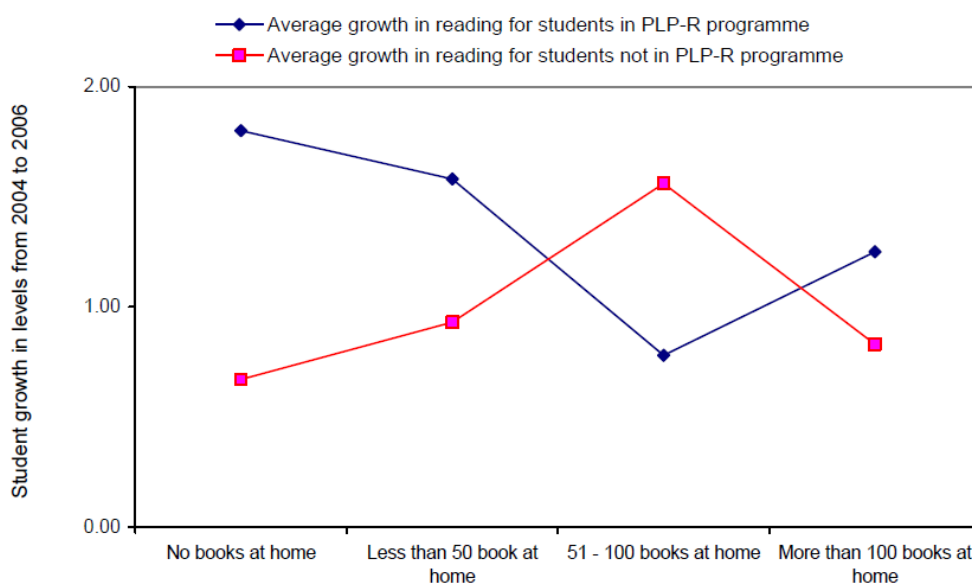
*The objective* of PLP-R/W is “to enhance the reading proficiency of students through a sustainable literacy programme with a focus on reading”. Another objective is to support English teachers with intensive professional development linked to the curriculum (EDB, 2007, P.1) and integration of reading strategies taught into GE lessons. To summarise, the programme targeted at fostering the students’ *independence and motivation* to learning to read and reading to learn, with support from reading resources, language rich environment and more involvement from parents (EDB, 2010, P. 1-2). In each week, there are an 1-hour-session focused on

reading and the other focused on writing. (please refer Appendix 3a and 3b for procedures of the sessions being studied )

## ii. The research findings on PLP-R and PLP-R/W

PLP-R (KS 1) has received support and positive feedback from the teachers and also participating schools. In 2006, PLP-R at that time was evaluated by EDB especially on the learning outcome of developing reading proficiency. The research collected data on the students' background and English learning environment from 2004 to 2006 (Griffin et al., 2007). The following summarises the impact on students' reading ability based on the report and also another research on PLP-R/W which was conducted later.

### 1. Improved reading proficiency by overcoming a lack of books at home



**Figure 3. Relationship between students' growth in reading proficiency, access to books at home, and participation in PLP-R (KS1) for students tracked from P1 in 2004 to P3 in 2006. (adapted from Griffin et al. (2007, p. 81) )**

The graph compares the growth in reading profile among students who had varying support of books at home in or not in the PLP-R. For students who have **no books at home**, if they were supported by PLP-R, **their reading profile is much stronger than those who were not supported by PLP-R**. The report has found that the

students who have more books (in any language) demonstrated the highest mean of speaking profiles, writing profiles, reading profiles and interview score (Griffin et al., 2007, p. 78). With PLP-R, Griffin et al. (2007) explained that **students from less enriched backgrounds in terms of access to books could overcome the negative impact of the lack of books in developing their reading proficiency**. For groups of students who had less than 50 books at home or more than 100 books at home, when they participated in PLP-R, their reading proficiency was also higher than those who were not supported by PLP-R.

## ***2. Co-teaching with the NET who incorporated more reading strategies that motivated students***

It is interesting that a LET mentioned that the **PLP-R lesson cannot be run with the absence of the NET**. The LET also mentioned that **students are more motivated to guess and predict meaning with the NET's enrichment of teaching strategies in reading**. With PLP-R, the NET supported reading **with more interactive and interesting teaching methods** to motivate students to try and **to learn from peers**(Griffin et al., 2007, pp. 82-84). The **less able students became more confident with the support of learning strategies to work with a peer**. The LET thought that the NET could **encourage students to use English more** instead of using L1 to ask questions and understand new vocabulary. From a wider view of English teaching and learning in primary schools, PLP-R has enabled **more thorough incorporation of shared reading and guided reading strategies** into classroom teaching after the **co-planning** in PLP-R and also incorporation of **teaching strategies from literacy programme in other English speaking countries** (Griffin et al., 2007, pp. 170-178)

## **3. Students' motivation in learning English was boost**

Students were found to be more motivated and enjoyed to learn English especially in reading more. Griffin et al. (2007) pointed out that students' interest in learning English was focused in PLP-R lessons and students enjoyed the learning of English

more. Wong (2009) reported in her research that students were motivated to learn English in various ways. As mentioned in the interviews with parents and teaching staff, the students **participated more actively** and they felt **expectation, curiosity and enjoyment** in respect to PLP-R/W lessons which are signs of intrinsic motivation (Wong, 2009). They enjoyed reading and Big Book learning while **language arts activities like singing helped students sustain positive attitudes towards learning English**. The **language-rich environment** had also provided support significantly to students to **cater for diversity** especially to those who needed more **visual support** and movement in the classroom. Opportunities to develop **generic skills** like creativity and critical thinking skills were enabled when students were situated in contexts based on **children' literature** in which they had to solve a problem in the texts (Griffin et al., 2007, p. 179).

From the summary of the programme and also the academic evaluations, PLP-R/W was a programme that supports students with resources, strategies that support reading and their enjoyment in learning. However, from students' point of view in a specific school context, what are the factors that intrinsically motivate students to read in PLP-R/W? This is the question that this research aims to answer.

### 2.3 Motivation in language learning

Students who are motivated to learn find learning meaningful and worthwhile, and would take learning seriously to get the intended benefits from it (Brophy, 2010, p. 16)

In Nikolov (1999) research on young students' motivation in learning foreign languages, she found that the source of students' motivation to learn the language changed as they grew up. The study found that the youngest group of children (age 6-8), are more *intrinsically motivated* to learn the language. They were motivated by positive learning attitudes as they enjoy learning and the learning environment. The classroom context and even the teacher's appearance could be the reasons children are motivated to learn a second language. In teaching and learning, although enjoyment is essential in motivating students to learn, teachers' motivational strategies should be intended to encourage students to achieve learning outcomes (Brophy, 2010). It is worthwhile to look at how teaching strategies in PLP-R/W motivates students to learn and how the strategies could be integrated into other teaching context in GE lessons.

Lau (2009) also found that, in the Hong Kong context, students' intrinsic motivation in reading is the highest at a young age and may decline when they grow up. If the source of intrinsic motivation could be sustained when the children grow up, the learning could be more effective than it was. Students' source of motivation to learn is complex and it could be influenced by many factors like students' perceptions of learning and the classroom setting. Meanwhile, students do not only have just one source of motivation. The following table summarises the possible types of motivation in learning from the contemporary motivation theories in psychology (summarised from Biggs and Watkins (2010) and Dörnyei (2001):

Types of motivation	Definitions
extrinsic motivation	Extrinsic motivation is fostered by external reward and the perception of avoiding punishment. Extrinsic motivation is based on operation conditioning by Skinner (1990) with the use of positive reinforcement and negative reinforcement. Skinner (1990) reported that behaviour does not depend on preceding stimuli but on what happens right after the behaviour. Positive reinforcement is the rewards like praise or prizes resulted from desirable behaviour. Negative reinforcement is the removal of stimuli like punishment or heavy workload to eliminate undesirable behaviour. Extrinsic motivation links completion of tasks to delivery of consequence that the students already value (Brophy, 2010). However, researchers reported that extrinsically rewarding students and punishment may de-motivate students to think about the learning because they link the achievement in learning to rewards (Bruner, 1962) . Brophy (2010) also points out that the over-emphasis of rewards may result in “piecework mentality” that students select the tasks with the maximum reward but with the least of work (Heckhausen, 1991)
intrinsic motivation	Students are motivated by intrinsic motivation when they have enjoyment and curiosity and are valuing the tasks, without external rewards or threats. ((Biggs & Watkins, 2010; Brophy, 2010; Deci & Ryan, 1985). In Deci and Ryan (1985)’s self-determination theory, they pointed out that autonomy, competence and relatedness are the three psychological needs that students could be engaged in self-motivated learning and interesting learning. When the educational environment provides optimal challenges, rich sources of stimulation practice of autonomy and independence, intrinsic motivation is likely to develop (Deci and Ryan P.245). All in all, pleasure is essential to develop intrinsic motivation in learning and it is also one of the core characteristic of self-regulated learning (SRL) (Zimmerman, 1990).
achievement motivation	Achievement motivation is based on the achievement motivation theory by Atkinson and Raynor (1974). It is applied when students know that they will be evaluated and see themselves of responsible for the outcome of evaluation. Motives of achievement motivation includes: pursuing success to gain face by winning or to avoid failure which causes face-losing by failing (Biggs & Watkins, 2010, p. 88)
social motivation	Social motivation is about valuing the learning that the significant people value (Biggs & Watkins, 2010). Students are socially motivated when they do the task because the tasks are valued by whom they think are important, like parents and peers. Examples include a child wants to read more books because his parents, whom he values, value the act of reading more books.

Table 1. Types of Motivation in the Classroom



### ***Motivation in Reading***

Children who are motivated to read would read more in amount and in breadth that they can develop better reading comprehension (Guthrie, Wigfield, Metsala, & Cox, 1999; Wigfield & Guthrie, 1997). They are more motivated to read and can become more successful readers because they would use cognitive strategies like linking to background knowledge and questioning better that they can improve their reading comprehension. (Taboada, Tonks, Wigfield, & Guthrie, 2009).

### ***Dimensions of Reading Motivation***

Wigfield and Guthrie (1997) developed the multi-dimensional framework of reading motivation. The table below shows the eleven dimensions of reading motivation summarized by Baker and Wigfield (1999)’’

<b>Competence and efficacy beliefs</b>	
1. Self-efficacy	- the belief that one can be successful at reading
2. Challenge	- the willingness to try difficult reading materials
3. Work Avoidance	- the desire to avoid reading activities
<b>Goals for Reading</b>	
4. Curiosity (intrinsic)	- the desire to read about the topic that is interesting
5. Involvement (intrinsic)	- the enjoyment in reading
6. Importance (intrinsic)	- values of being a reader
7. Recognition (extrinsic)	- the desire to be perceived as successful because of reading
8. Grades (extrinsic)	- the desire to be assessed favourably by teachers because of reading
9. Competition (extrinsic)	- the desire to outperform others in reading
<b>Social purpose of reading</b>	
10. social	- the want to share meanings from reading with friends and family
11. compliance	- reading to meet the expectation of others, eg from parents

Table 2. The dimensions of reading motivation, adapted from Wigfield & Guthrie (1997) and Baker & Wigfield (1997)

### *Factors that fosters intrinsic reading motivation*

Reading motivation is multifaceted and teachers can foster reading motivation in the classroom too. The following is the summary of researches by Gambrell (1996) and Edmunds and Bauserman (2006) that can foster reading motivation in the classroom:

Features that foster reading motivation	Explanations
1. The teacher as a strategic model	<ul style="list-style-type: none"><li>- the teacher has to value reading and is pleased and enthusiastic about reading</li><li>- the teacher is an explicit model that she can share personal experience about reading with students (Edmunds &amp; Bauserman, 2006; Gambrell, 1996)</li></ul>
2. A book-rich environment	<ul style="list-style-type: none"><li>- a book rich environment can positively motivates students to read (Gambrell, 1996)</li><li>- students were encouraged to bring books from school to home to share with their family</li></ul>
3. Opportunities for choices and self-selection of books	<ul style="list-style-type: none"><li>- enable students to sustain their reading motivation with books that they are interested in</li><li>- support students in the self-discovery process (Edmunds &amp; Bauserman, 2006)</li><li>- students are more likely to become independent readers with a wide range of knowledge of text types (Turner, 1995)</li><li>- choices in reading supports the development in intrinsic motivation (Patall, Cooper, &amp; Robinson, 2008; Watts, Cashwell, &amp; Schweiger, 2004)</li></ul>
4. Opportunities to interact with peers on the content of books	<ul style="list-style-type: none"><li>- opportunities to read aloud and sharing on the books with friends increase children's motivation to read more and wider categories of books. (Edmunds &amp; Bauserman, 2006; Gambrell, 1996)</li></ul>
5. Active involvement of stakeholders like school librarians and parents	<ul style="list-style-type: none"><li>- frequent reading in library time helps children to motivate students to approach books at school easily (Edmunds &amp; Bauserman, 2006)</li><li>- parents' shared reading with children at home can help sustain children's reading motivation. Parents who believes reading as a source of entertainment enable children to develop positive views about reading than parents who perceive reading as a skill to be learnt (Baker, 2003)</li></ul>
6. Literacy related incentives that reflects the value of reading	<ul style="list-style-type: none"><li>- reading and books as the rewards in the reading programme especially for the students with non-literacy-rich background (Gambrell, 1996)</li></ul>

	- the teacher could convey to students that books are something precious that they should read more.
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Table 3 Classroom features that fosters reading motivation

## **2.4 Reading independence: achieving Self-regulated Learning in Reading**

### **i. Definition of Self-regulated learning and self-regulated reading**

In PLP-R/W, independent reading and home reading are the reading tasks that encourage students to take initiatives to read independently. Self-regulated learning (SRL) is a life-long learning skill that students could maximise and plan their learning in reading with (Zimmerman, 2002). Self-regulated learning (SRL) as defined by researchers as the learning that the self-regulated learners are *intrinsically-motivated, strategic and metacognitive* (Winne & Perry, 2000; Zimmerman, 1990). They can make use of internal knowledge to plan their learning by setting goals for extending knowledge and strengthening motivation and self-satisfaction. (Boekaerts, 1997; Perry, Hutchinson, & Thauberger, 2007; Zimmerman, 2002). They are aware of task demands and their abilities to meet them and they could monitor their behaviour in terms of their goals to self-reflect (Perry, 1998; Zimmerman, 2002) Self-regulated learners have high efficacy in learning and attribute outcomes to factors like efforts and strategies used under their control. They have a repertoire of effective learning and problem-solving strategies that they can apply appropriately (Perry, 1998) Self-regulated learning is directed proactively by the students who can transform mental abilities into academic skills. (Zimmerman, 2002). They are also more likely to succeed academically and view their futures more optimistically because of their responsiveness to feedback regarding the effectiveness of their learning and self-perception of academic accomplishment (Zimmerman, 1990, p. 14).

It is defined in this dissertation that self-regulated reading is students' reading that involves *goal setting* and *using strategies learnt in school to plan the reading and to read more books in their own time.*

### **ii. Self-regulated learning in young learners**

Perry (1998) mentioned that most of the research on SRL was on senior students who are at the age of studying in secondary schools and preparing for tertiary education.

Young children were perceived that they are not ready for coordinating and articulating the cognitive and metacognitive processes required for complex tasks. (Winne, 1997; Zimmerman, 1990). However, researchers later found that young children at age 6-8 could actually regulate their engagement in self-learning activities and show different performances in low and high SRL lessons. (Perry, 1998; Turner, 1995). It is crucial for young learners to develop SRL strategies that they can develop positive learning habits to enable them to be confident in literacy learning and could set positive goals for their future learning (Perry, 1998; Perry & VandeKamp, 2000)

One of the objectives of the PLP-RW is to foster students' *independence* in reading. Carr (1996) defined one's independent learning from teacher and parents as their self-regulated learning (SRL). The following is the summary the factors that support students to become independent and self-regulated learners.

### **iii. Researches on the factors that enable students to be self-regulated learners**

Students do not learn to be self-regulating but they are actually practicing it when they have goal-directed engagement in learning (Winne, 1997). There are a combination of instruments and classroom intervention research that showed the ways of fostering self-regulated learning. The three basic principles of self-regulated learning are *intrinsic motivation, metacognition and strategic behaviours*. Researchers have conducted classroom researches on contexts that support high SRL. The following is a summary of the factors, based on the three components of SRL that positively support young children's self-regulated learning. The factors are categorised into the task nature, the classroom context, the teachers' roles and the assessment practice.

#### **1. Tasks**

- *Authentic and communicative*

The tasks that can motivate self-regulated learning must be authentic and enable students to communicate in their real life. Authentic tasks in the real world promote

SRL because they give learners a genuine purpose to communicate. After learning the reading strategies, they can really apply them in their daily life and real world they situated in to convey meaning (Parsons, 2008).

- *Challenging and open-ended with complexity*

Open ended rather than close ended activities could motivate SRL. Turner (1995) found in her research that students who have to deal with more open tasks are better able to identify specific learning content and self-improvement as the learning goal. The tasks that foster SRL are complex tasks that extend over a long period of time that allows production of a wide range of product (Perry, Phillips, & Dowler, 2004). They should be open-ended and involve students' decision making processes so that students can take greater ownership of the learning process. When tasks provide opportunities for problem solving, critical thinking and individual approaches, students could be more strategic and put more effort into completing their literacy tasks (Turner, 1995). Students' satisfaction in completing a challenging task is deeper and more sustained than the ones with "cheap success" (Paris & Ayres, 1994).

- *Choices*

A classroom that promotes SRL must provide a lot of choices to the students. The room of choosing their own books gives students room to self-plan and set goals in their leaning. In research conducted by Perry and VandeKamp (2000), reading activities like reading club with SRL provides students with the choice of books they want to read to match their needs. A wide range of genres and levels should be available for children to choose from to suit their own learning needs (Perry & VandeKamp, 2000, pp. 831-832). They should also be given chances to control their pace of work and control of challenge(Perry, 1998).Giving students a certain degree of autonomy helps foster students' intrinsic motivation in the learning process (Brophy, 2010).

## **2. Classroom setting:**

- *Collaboration between peers*

The reading classroom which includes peer work can enable students to observe others and develop the habit of seeking help from peers (Perry & VandeKamp, 2000; Turner, 1995). Students should have the chance to self-evaluate and have peer evaluation (Perry & VandeKamp, 2000). Students could get peer feedback from group learning through modeling, correction, demonstration and instruction so that they can make use of these strategies to achieve become more self-regulated learners. (Neuman & Roskos, 1997; Perry et al., 2004).

## **3. Teachers' role as a facilitators**

- *Explicit modeling and apprenticeship of self-regulatory reading skills*

Researchers also noted that the explicit instructions and modeling by teachers of good reading behaviours and self-regulatory strategies could enable students to engage in reading by themselves (Boekaerts & Corno, 2005; Housand & Reis, 2008; Turner, 1995). Boekaerts and Corno (2005) mentioned that this intervention is based on the principal of socioculturalism. It means that the learning of self-regulating strategies is informed by "Human culture shaping Human development" (Vygotsky, 1978) that students' self-regulation behaviour is influenced by how teachers model SRL. "Reciprocal teaching" studied by Palincsar and Brown (1984) provides examples of instruments that teachers could demonstrate to model good self-regulated reading strategies to students, which could help foster self-regulated reading. This includes teachers thinking aloud when reading the text and explaining their thinking in a variety of reading tasks. Students can then follow the good model and have clearer expectations of how to carry out self-regulated learning in reading. Results of the models of reciprocal teaching conducted by Palincsar and Brown (1984) show that students improve their strategy acquisition in reading that often results in improved achievement outcomes. Explicit modelling in class is one of the crucial factors that foster self-regulated reading habits.

- *Modelling and guiding the use of metacognitive strategies*

Frequent metacognitive reading strategies demonstrated by the teacher in the lessons or in the form of classroom prints are also useful. In the reading club mentioned in Perry and VandeKamp (2000)'s research, the teacher had asked questions on students' plan on choosing books to read to help students to *set goals* in the early stage of reading. She also asked questions like "What reading strategies have you used?" to help students share their experience of using reading strategies to help build up their repertoire of strategic skills (Perry 1998, P.716). Moreover, conferencing with students to reflect on their choices of good works for their portfolios is a good way to support individual students' development of self-reflection skills.

#### **4. Assessment**

Opportunities for self-evaluation can enable students to reflect on their learning process. Assessment tools like portfolios enable teachers to give non-threatening and non-competitive feedback that fosters students' attitude and actions associated with SRL (Perry, 1998; Pintrich, Marx, & Boyle, 1993). They encourage more students' participation on what will be assessed in the daily routines of learning and designing the assessment criteria. Teachers are encouraged to interact with students during assessment to help students set future goals and facilitate the self-reflect process in SRL (Paris & Ayres, 1994; Perry, 1998).



## **Chapter 3 Methodology**

### **Research school and participants**

The research was conducted in a Hong Kong government-funded primary school which uses Chinese as the medium of instruction (CMI). The school is one of the schools that provide school-based support programmes for non-Chinese students (NCS). About one third of the students are NCS and most of them are South Asian children. The school mainly uses Cantonese to communicate in school and English to communicate with parents. 2012-13 is the first year that the school has implemented PLP-R/W. The research could help act as a formative evaluation with a process evaluation strategy that could provide ongoing feedback and “assist in improvement” of the programme (Nunan, 1992; Patton, 1987). The targeted class for investigation is a primary 1 class and there are 25 students with mixed abilities in reading. There are 11 NCS and 14 Chinese students and they are grouped in to four groups according to their English ability. 18 students have participated in this research with about 4 to 5 students from each ability group. Data is also collected from the local English teachers (LET) of the class and the NET who co-teaches with the LET.

The unit during the period of data collection is “A Paper Plate Mask” and “Who am I”. The teaching and learning of one unit of work lasted for 4 weeks and the period of data collection covers the whole unit of the first theme but only the first two sessions of the second theme. In the sessions, for pre-reading, students read the high frequency words, sing alphabet chants and learn about the content words of the big book. Then the students will have shared reading or story reading with the NET and the LET on stools. After that, students returned to their coloured tables for post-reading activities where they are grouped according to their ability for post-reading activities. Students usually do not have enough time for independent reading in class.

## **The Data Collection methods**

To collect data to answer the two research questions on students' motivation to read and self-regulated reading, teacher's journal (observation record), questionnaires for students, focus group discussion with students and interviews with teachers were the data collection methods used. The triangulation of data collection from the students, teachers and the teacher-researcher combined different perspectives of data to get a "true fix" on a situation (Silverman, 2005). English teachers teaching the P.1 class were interviewed and observations were carried out by the teacher-researcher to obtain data from students' behaviour in PLP-R/W lessons. The most common methods of measuring motivation are self-reports and observation but self-reports are problematic as young children tend to have positive bias and they have difficulty in generalising events (Turner, 1995). Therefore, instead of having self-reporting, a questionnaire and focus group discussions were used to collect data from students.

### **1. Students' questionnaires**

Students were asked to fill in a questionnaire on the extent to which they agree and disagree with 9 statements on their level of enjoyment and motivation towards the reading activities they experienced during PLP-R/W. The questionnaire (Appendix 1a) was composed of 9 statements and they had to circle the smiley face that best represented their perception towards the reading activities in PLP-R/W and home reading. The scale is based on four smileys in which the happiest face represents "extremely agree" and the unhappiest face represents "extremely disagree". In the data analysis, for each statement, students' responses were presented in tables according to their ability-grouping to show the trend of their level of motivation and understanding of the reading activities in PLP-R/W (Appendix 2a,b).

## **2. Focus group discussions with students**

Five focus group discussions were carried out during lunchtime to investigate in depth about students' source of motivation towards the reading activities in the PLP-R/W lessons and whether they are influenced by PLP-R/W to carry out more self-regulated reading (Appendix 1c: Interview questions). Four or five students were randomly placed in one group and were asked open-ended questions about their personal feelings on what enabled them to enjoy reading in PLP-R/W and whether their self-regulated reading habits influenced by PLP-R/W. Each discussion was structured in 3 parts. The first part was on students' perception of the reading activities in the PLP-R/W lessons. The second part was on their perception of sources of motivation to the reading activities in PLP-R/W. The third part was on their self-regulated reading habits and why they were or were not motivated to read in a self-regulated fashion by PLP-R/W. In the data analysis, the discussion was transcribed (Appendix 2b,e).

## **3. Interviews with teachers**

In-depth face to face interview were conducted with the LET and the NET of the primary one students. The semi-structured interview (Please see Appendix 1d for the interview questions) consisted of three main parts which were similarly structured to the one with the students. The first part related to teachers' perception of the students' responses in the lesson and their motivation since PLP-R/W was implemented. The second part is about their sources of motivation in respect to the reading activities in PLP-R/W. These could help build on the data collected from the students as evidence to understand students' performance and their sources of motivation in PLP-R/W. The teachers were also asked open-ended questions on students' self-regulated reading in class and also at home. The interview drew reference to the teachers' reflection on students' assessment including their home reading records.

#### 4. Teacher's journal

The teacher's journal (please refer to Appendix 2d) employed the perspective from the teacher-researcher and was a qualitative record on students' motivation, self-regulated reading behaviour and features that supported self-regulated reading in the classroom of PLP-R/W. The collection of data during lesson was based on the teacher-researcher's observation in 4 sessions of PLP-R/W which she was an active participant in the lessons. After each session, the teacher-researcher immediately recorded the key observations in the lesson and the information in her journal. The journal focused on students' motivation behaviour in reading in the class. Another focus was students' self-regulated reading behaviour and features in the classroom that supported self-regulated reading. 2 out of the 4 sessions were videotaped as data (Appendix 2e).

## **Chapter 4 Findings**

18 students had participated in the study. Most of them had shown intrinsic motivation towards the reading activities in PLP-R/W. The presentation of findings does not attempt to make an overall generalisation of students' perceptions towards the reading activities in PLP-R/W as each student had different personal opinion and reacted differently towards the learning experience. In sum, most of the students enjoyed the reading experience in PLP-R/W and they are on the way of becoming more self-regulated readers of English.

Integrating the data collected from the questionnaires, interviews with teachers and students and classroom observations, the following analysis is going to present the findings that address the two research questions.

### ***1. How are students' motivated to read in PLP-R/W ?***

#### **a. Students' motivation towards the reading activities**

From the tables showing the summary of scores for each statement in the questionnaire, the observation in lessons and also the interviews (Please refer to Appendix 2a-d), about 3 quarters of the students have expressed that they liked and were intrinsically motivated to the reading activities of PLP-R/W. The quarter of students showing that they were not interested in the reading activities were either from the highest ability group or from the lower ability group. As mentioned in chapter 3, the students from this class had very diverse English abilities and also varying parental support. The students who were less motivated were either very mature readers who could read much more complex texts or the weaker ones who repeatedly express that they found English very difficult so they didn't understand PLP-R/W much.

## **b. Factors of students' response towards the reading activities**

There are a number of reasons that students were motivated or not motivated to read in PLP-R/W, the following is the summary from the students and also the English teachers' opinion on the programme:

### **i. Shared reading of the big books**

Most of the students expressed that they like reading the big books. It was observed in the lesson that, most students looked at the book intensely and were eager to answer questions (Appendix 2d). The LET also pointed out that the children enjoy the shared reading time a lot.

*“In PLP-R/W, I found that students really enjoy the activities. They like this session a lot. **For the activity they enjoy most, it is the shared reading time.** We can see that **the children are very attentive when listening to the stories.** When the teacher asks them questions, they try their best to answer them.”— The LET*

However, it also has to be noted that some of the more proficient readers mentioned that the reading of big book was not that motivating because they had to read it repeatedly. (Appendix2b). For some lower ability students, they mentioned that the reading content was still too difficult for them although the class read the same big book in four consecutive sessions.

### **ii. Real purposes for reading the texts: making cakes and funny masks**

Some students mentioned that they liked the programme a lot because they could make a product after the reading activities. Doris and Debby pointed out that they liked the sessions because they could make a cake and a paper plate mask. The NET also mentioned that, with the productive tasks, students were motivated to read the texts with the real purpose.

*“So it was also a recipe, you know a procedural like text that talks about the way to make a cake and **students were so excited about it because they could make their own cake at school.** So the groups work together and they had to put in, and then ,you know, put in all the ingredients. And they were so excited to see the primary products of what they have got, that is the cake. So, **it really encourages them a lot to read and then try to produce something by themselves.**” – the NET.*

### **iii. The reading environment**

Students liked the pictures and vocabulary on the wall which were attractive to look at and they could refer to the vocabulary for help easily when reading new books. Some students mentioned that it was easier for them to read books when they were situated in the supportive environment of the English room.

The English room also promoted reading by giving the impression to students that reading is enjoyable and desirable. Daniel mentioned in the interview that “reading there (at the sofas) is very comfortable”. Students looked forward to reading because of the comfortable environment. Some of them also commented that the English room was bigger and quieter than the classroom that they felt happy about the learning there (Appendix 2b). However, some students reacted quite differently when commenting on the learning environment. A few of them did not like the English room because, when having shared reading, they sat too closely or far at the back that they could not see the big book clearly. Some of them also explained that the students from the other class peeked at them at the door and disturbed their lesson.(Appendix 2b).

### **iv. Confidence building between peers: Shared reading and exposure to high frequency words (HFWs) and content words**

After students were taught in shared reading and having the routine of reading aloud the HFWs and content words, they were more encouraged and confident to read. Both the LET and the NET pointed out that, from their observations in the shared reading or the

reading aloud of HFWs, when students saw their peers answer questions, students were more confident to give a try and participate in the lesson.

*“They’re also eager to join in the shared reading because there is no fear from them that oh I have to stand up and read by myself. So shared reading is something that they all do together. So looking at their peers, they’d think that, ok, let me also give a go, let me try my best. So, it does also create motivation, you know, from student to student.” – the NET*

The LET commented on the overall reading experience from PLP-R/W that she found shared reading and the reading of HFWs that were supporting students very effectively:

*“ This is almost the end of the semester. I have found that for the weaker students, they **can recognise more words, answer more questions and write more in English**...When students can recognise more words, they are more confident and thus more motivated to read. I think the recognition of the HFW or content words by the students is the most crucial factor that could motivate students to read more. It could also motivate them to answer more questions and participate more in the class activities.” – The LET*

#### **v. Grouping of students according to their ability: catering for diversity**

Students are grouped according to their abilities that their diverse needs in engaging in reading were catered more easily. The LET commented on the grouping that it could cater for diversities which positively motivated students to read more. For the weaker students which were supported by her, they were engaged in more fundamental reading skills. For the more proficient students, she mentioned that they were also more engaged in reading because they could extend the reading to additional texts, with the support from the NET. Some students also mentioned that they could seek help from their group members when they needed help. It was also observed that students can share with each other about the books they read and read to their peers easily in a group setting .



## ***2. How are students motivated to be self-regulated readers of English?***

### **a. Students' progress in self-regulated reading**

#### **i. The independent reading in class**

From students' independent reading in the sessions observed, students had limited time to read independently in class but as observed and as mentioned by the NET, they enjoyed it in general. In the independent reading, they could read: the small version of the big book, a letter book and a levelled reader, when they finished their class work. They were eager to read the books to their friends too (Appendix 2d). It was observed that the more competent groups spent a short time to finish reading the story books and they switched to read the letter book by themselves.

#### **ii. The independent reading outside classroom**

Students were quite eager to read outside the classroom. They would go to the library to borrow more English books to read. Bonnie and Bowie who were the weaker English learners went to the library to borrow books often during recess. The LET was very glad when she recalled this:

***“I have observed students going to the library to borrow books (during recess). Sometimes some of the students bring their textbook to read in recess time. This was rather rare last year or in the previous years except when there was a dictation.” – the LET***

After the implementation of PLP-R/W, more students self-plan and borrow books to read by themselves, this was a good sign of students' development of self-regulated reading.

#### **ii. The independent reading at home**

From students' feedback in the interviews on independent reading at home, students showed four types of patterns of home reading, the first group was the ambitious readers like Apple and Donald, who read the books frequently and had completed

more than one copy of Home Reading Booklet(Appendix 3c). The second group were the very competent readers (e.g.Doris and Daniel) who were not interested in the readers because they were too easy and were boring for them. But they did read more than requested and have kept more than one Home Reading Booklets too. The third group of students were the less motivated ones who did not read the books or even lost their logbook (e.g. Ben, Craig and Bowie, who borrowed other books from the library instead). The last group were NCS who did not read the small books at home and as mentioned by the LET, they would instead read in groups in school and usually did not fill in the reading booklet. The function of the reading record acting as the ownership of reading was not significant to every child in the class. It was observed that most of the students did read by themselves and some of them did demonstrated qualities of independent reading by planning to borrow more books to read.

It was also remarkable that, as reported by the LET, the weaker students become more proactive in reading, although they had not yet become independent readers:

*“After implementing this programme, the most exciting thing for me is that, as I am responsible of providing support to the weaker groups of students, I have observed that this group of students **are now more proactive to read. They always take out the small books and the letter books to read. But if you ask me whether they are becoming independent readers, they still have not. But it can be observed that their confidence and motivation have been high**...Bowie, who is one of the weaker students, told me that she wanted to go to the library to read English books today. So I am really happy about it. However, **for the students who have higher ability, I don’t think it’s PLP-R/W that has motivated them (to be independent readers)**” – The LET*

#### **b. Features in the programme that support students to become self-regulated readers of English**

The features that support SRL are outlined in Chapter 2 and the following is the summary of the factors grouped from the data collected:

Features that support SRL	Description of features
<b>1. Task</b>	
- Authentic and Communicative	<ul style="list-style-type: none"> <li>- The reading tasks were authentic and communicative that the teachers had tried to use different questions to help students understand the texts</li> <li>- The post-reading activities were authentic that students could make their product of a cake and a paper plate mask.</li> </ul>
<ul style="list-style-type: none"> <li>- Choices of books</li> <li>- Control of challenge and pace of work</li> </ul>	<ul style="list-style-type: none"> <li>- Students seldom had choices in lesson to choose the books to read . They could read at the reading corner only when they finished their class work which only the more able students could enjoyed the independent reading with their choice of books. Most students looked forward to read with choices that some of them asked the teacher when they could read at the reading corner in the session.</li> <li>- Daniel who was from the more able group expressed his joy of reading independently on the carpet after completing his tasks.</li> <li>- For the take-home readers, students were assigned the book of their level but they did not have the choice to choose one they want. But they could borrow other books in the library after class. Choices were not emphasized in the lesson</li> <li>- Students were given time to control the challenge and pace of work in the making of the paper plate mask</li> </ul>
- Open and complex tasks	<ul style="list-style-type: none"> <li>- The making of paper plate mask and the writing of steps and materials required students to plan by themselves. They could complete the task with their steps they preferred to come first.</li> </ul>
<b>2. Classroom context</b>	
<ul style="list-style-type: none"> <li>- Peer collaboration: students are involved in self-evaluation and peer evaluation?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Students are situated in groups that support peer sharing</li> <li>- Shoulder-partners were practiced frequently</li> </ul>
- Classroom print: Support with reading strategies	<ul style="list-style-type: none"> <li>- Classroom prints of HFW, content words, phonics trains and the relevant pictures were available</li> <li>- No explicit classroom print to support students on reading strategies like what students could do when they found anunknown new word</li> </ul>
<b>3. Teacher's roles</b>	

<ul style="list-style-type: none"> <li>- Support with reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>- A variety of reading strategies were demonstrated in shared reading, e.g. guessing meaning from pictures and locating information</li> <li>- The teacher modelled looking for a word in students' "My First Dictionary" or looking for support on the prints on the wall to enable students to learn the strategy of looking for support on vocabulary when they are reading independently</li> </ul>
<ul style="list-style-type: none"> <li>- Support with metacognitive strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers praised students when they self-reflect on their reading process and their plans to borrow more English books from the library</li> <li>- Teachers seldom set goals with the students on the number of books to read or self-evaluate with students</li> </ul>
<b>4. Assessment</b>	
<ul style="list-style-type: none"> <li>- Non-threatening feedback</li> </ul>	<ul style="list-style-type: none"> <li>- The NET and LET both provided very supportive feedback to the students and always enable students to peer-check on their classmates' answers</li> </ul>
<ul style="list-style-type: none"> <li>- Ownership of work, e.g. portfolio</li> </ul>	<ul style="list-style-type: none"> <li>- The reading booklet acted as an ownership of reading process on how many books students have read.</li> </ul>
<ul style="list-style-type: none"> <li>- Fostering the self-reflect process with self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- The Home Reading Booklet acted as the record for self-evaluation of whether students read by themselves or with the parents</li> <li>- Students usually self-reflect on their writing process, but rarely on the reading process nor on the reading strategies they have used.</li> </ul>

**Table 4. Research findings on features that support self-regulated reading in PLP-R/W**

## Chapter 5 Discussion

### ***1. How are students motivated to read in PLP-R/W?***

In this part of the discussion, the factors that students were motivated to read are analysed in depth with respect to the specific school context and how teacher taught in PLP-R/W.

#### **1.1 Shared reading: curiosity, pleasure and enjoyment**

The analysis of interviews and observation data revealed that most of the students enjoyed the shared reading process which they had developed intrinsic motivation when reading. Children's literature like story books gives students pleasure to read. The surprise and fantasy in story books enable children to enjoy the story which was a key factor for reading success (Laine, 1997; Tyrrell, 1997). Although the shared reading used the same big book for four consecutive weeks under the same theme, the NET and the LET involved students in the prediction of the content which intrinsically motivated students with curiosity to guess what happened next. Students were engaged in the reading of being text participants (Freebody & Luke, 1990; Holliday, 2008). They engaged more when they can actually participate in the prediction and personal response to the narrative text (Barrentine, 1996; Cooper, Kiger, & Robinson, 2012; Winch et al., 2010). When introducing a narrative text for the first time, the teachers covered some of the pictures to sustain students' curiosity and desire to read and guess from the text. The students really enjoyed the reading as observed from their laughter in the reading of the book "Where am I". Students were attracted to the books which had beautiful illustration that they were motivated to read in the enjoyment dimension. Looking at the illustration to guess meaning is reading strategy that supports students in the process of constructing meaning with the written language, including something abstract like feelings (Graham, 2004; Holliday, 2008; Tyrrell, 1998). Learning this skill from shared reading helps students to strengthen their self-efficacy in reading.

## **1.2 Confidence building: interactive reading of High Frequency Words (HFWs)**

The reading of HFWs in the lesson helped foster students' fluency in reading English and boost their self-efficacy in reading. The LET mentioned in her interview that PLP-R/W has positively motivated the weaker students to recognise more words and enhance their confidence in fluency in reading. Bonnie, who was a less able learner, had made remarkable progress since the start of the semester. She was very confident in reading that she could name some HFWs with ease. The learning of HFW supported students to read more fluently with the skills to decode when reading (Gunning, 2010; Winch et al., 2010). The routine of reading aloud the HFWs enables students to read aloud confidently. In the sessions observed, the teachers had made the teaching of HFW interactive and motivating to every student. She had made the reading interactive and catering to learner diversities that, by stopping the reading aloud at some instance to invite students to lead the class to read, students' attention was focused because they were actively involved in the reading. Although the stronger students expressed that they found the HFW boring, they were eager to read aloud too when they are invited to be the little teachers to lead the class to read. The LET also invited the weaker students to lead the class to read with her. This is a strategy of providing experiences of success mentioned by Dörnyei (2001) that, the teachers was supporting the students and maintaining in them a sense of personal value so that the students could be motivated to read in the session. The teacher then spent some time to ask students to make sentences with the HFW. This process positively encouraged the more able students who were capable and confident enough to make sentences with the word. With the learning of HFW, students were more confident in reading because they have improved their fluency and were able to read with higher self-efficacy in reading.

### **1.3 Learning with peers: catering for diversities, sharing between peers and competitions in the group setting**

When students were placed in groups according to their abilities, teachers could adjust the assessment foci for the group to cater for their learning needs. Students could get more differentiated support at their level as the LET, NET and CA supported one to two groups at the same time. The more able students were more motivated to read because the NET often supported them with extension of reading tasks so that they would not be bored by the easy task. This motivated them in the intrinsic dimension by sustaining their desire and curiosity to learn. For the less able students, the LET helped them to focus on reading aloud of vocabulary that the building up of their reading motivation was focused on the dimension of self-efficacy in reading more.

The grouping of students allowed more interaction between readers, which was important in motivating students to read with peer influences (Gambrell, 1996). It was observed that the social dimension of reading motivation was fulfilled because students found the value of socialising with peers through sharing of reading experience. This motivated students to read more books to share with each other.

More peer collaborations in the groups setting also motivated students in the competition dimension too. A student mentioned that he wanted to be in Group D because it was the strongest group. Students wanted to compete with each other to gain marks in the shared reading and questioning throughout the session. Extrinsic motivation was present as students were concerned about the marks that they gained for their group. Students described in details of the causes of gaining and losing of marks when recounting the lesson to me which showed that they did care a lot about the marks they gained. Although students were extrinsically motivated in some ways, I believe that they were more intrinsically motivated because fun and pleasure to read was most of them expressed about their reading experience in PLP-R/W

#### **1.4 The supportive learning environment: warm reading atmosphere and support with prints on the wall**

The English room provided a supportive and comfortable reading environment with prints and the reading corner that motivates students to read in the *involvement* dimension. The classroom prints including wall charts, word cards with pictures and phonics chants provided students with linguistic support when they were reading. Children in the class expressed that they could always refer to the wall when they have difficulties in spelling. This could help support students' motivation in the dimension of self-efficacy.

The supportive environment enabled students to participate in the reading activities in PLP-R/W. The teachers mentioned frequently that the students were eager to answer questions in the PLP-R/W. This could be attributed to the pleasant and supportive and motivating environment that students are confident to take risk in the “norm of tolerance”(Dörnyei, 2001).

Other than that, with colourful carpets and sofas, the English Corner has made reading more appealing and comfortable to students. They looked forward to reading there in the involvement dimension because they wanted to explore reading in the enjoyable environment. It is important to create the atmosphere that all students believe they are readers and reading is fun (Mannings, 2006). The reading corner provides comfortable space that was relaxed and welcoming could motivate children to read and discuss about the texts (Buhrke & Pittman, 2008). However, it is worth noticing that, although students look forward to their own selection of books, they did not have much time to read independently in lesson time. Even when they have time to, they must read the assigned books first. For the slower and weaker learners, they did not even have the chance choose the books to read in the lesson. The lack of choices may hinder students' development of reading motivation.

Choices foster intrinsic motivation in learning (Patall et al., 2008; Watts et al., 2004)



and choices of books in the book-rich environment boost students' motivation to read. (Buhrke & Pittman, 2008; Gambrell, 1996). Choices are also emphasized in students' development of self-regulated learning that it gives students the autonomy to learn with their interest (Perry & VandeKamp, 2000). The aspect of choice connects students' reading motivation to the next research question which is how the students are motivated to be self-regulated readers of English.

## ***2. How are students motivated to be self-regulated readers of English by PLP-R/W?***

Self-regulated readers are intrinsically motivated to read, strategic and metacognitive when reading. In this part of the discussion on the second research question, the aspects of choices of books that sustain students' intrinsic motivation, students' strategic reading habits and metacognition in reading are discussed.

### **2.1 Limitation in supporting self-regulated reading in terms of sustaining interests and intrinsic motivation with choices of books**

Students mentioned their interests in reading different kinds of books and they expressed that they wish to read at the reading corner where they could select their own books. In the classroom, not all of the learners could enjoy the time to read with the choice of books. For reading at home, the choices of books provided by the programme was also limited, as there was only one book at each level given for students to read at home. With limited choices and opportunities to control challenges, the classrooms of PLP-R/W supported quite low degree of self-regulated reading. Students' independence in reading can be fostered by having more opportunities in choosing their books (Turner, 1995). Researches also showed that with self-selection of books, students find the books the most interesting because they were selected for their own reasons and preferences (Gambrell, 1996). Moreover, if they can select their book, they may put more effort in understanding the text too (Schiefele, 1991). The

LET mentioned that the students were confident and motivated but they were not yet independent readers. It was true that most students were supported with dimension of self-efficacy (with the modelling of reading strategies) and intrinsic motivation (with the supportive classroom environment and interesting children's literature), but one of the features to support their independent reading is to provide choices for children to choose the book they like to read.

The choices of books are not only an act of choosing but it should be carried out in a period of independent reading time when children enjoy the time to read *in lesson*. Teachers can thereby show students the model of a reader (Gambrell, 1996) who enjoys reading in addition to only being strategic when reading in PLP-R/W.

## **2.2 Becoming strategic readers of English**

Teaching learners the strategies and to comprehend the text and model them explicitly are the keys to support learners to be independent readers (Boekaerts & Corno, 2005). In the observed sessions, especially during shared reading, the teacher had modelled reading strategies explicitly and frequently, for example, using pictures to guess meaning in picture walk and using decoding of new words with phonics knowledge. It was also observed that students could make use of their "My First Dictionary" in lesson to spell the words. Many students have shown that they are strategic in dealing with difficulties in reading at home and at school. They seek help frequently and some students reported that they would check the dictionary with they did not know the word. Some more able students did not rely on these strategies as they can comprehend the text even with their existing knowledge.

It is worth noticing that some students remained not confident in reading the books that they repeatedly express reading English books were difficult. They have relatively low self-efficacy of reading. As mentioned in the analysis above, the teacher has employed various strategies to motivate them to read but there was still gap for

some students to be confident and strategic independent readers of English. There could be more classroom print to support students on using the reading strategies. Putting up the reading steps on the wall in English room (as suggested by Perry and VandeKamp (2000) could help motivate weaker students to practice the reading strategy by referring to the steps when they need help. The think-aloud process could also be carried out more often to scaffold their reading process.

### **2.3 Metacognition about reading**

The programme has fostered students' self-initiated reading and they had shown signs in using metacognitive strategies like goal setting and self-reflections when they borrow books to read proactively. After implementing PLP-R/W, it was mentioned by the LET that more students were self-initiated to borrow English books to read and bring their text books to read-aloud during recess. When students undergo SRL, they participate actively in their own learning process that they demonstrate metacognitive and motivational process that facilitate learning, such as planning, setting personal goals, self-monitoring and refining personal behaviour (Boekaerts, 1997; McCombs, 2001). The Home Reading Booklet was one of the resources that may have helped students to set goals in their self-regulated reading.

It was remarkable that many of the students expressed that they planned to read more English books after learning from PLP-R/W. In the programme, the Home reading booklet may be the source that helped students to self-regulate reading and to achieve their learning goals. This could be observed from students who have completed a number of extra reading booklets that they had planned to borrow more books to read. But this may not be applied to all students in the class as some of them did not fill in any entry or even lost the book but they were still willing to borrow books to read (eg. Bowie). The more significant factor could be attributed to the programme, that, with the frequent use of children's literature, students learnt that it is important to read

more by themselves. The different level of metacognition could also be explained by the different amount of parental support.

### ***Parental support***

It should also be noted that parental participation influenced significantly on students' metacognition on their reading process, as it was observed that students who read with their parents expressed that reading English books were not difficult and they were more confident that they could read more English books than those whose parents cannot provide them with linguistic support when reading. They have developed better self-efficacy when the parents support them more in reading. The perspective that these parents employed to help their children articulate goal setting in reading is that literacy skills is important and they have to learn it deliberately (Baker, 2003). An example were Donald's parents, who Donald mentioned that they had brought a box of books for him to read that Donald was advised to read more.. It was mentioned by Baker (2003) that, parents who valued reading could better motivate their children to read than those who simply advise their children to develop literacy skills. So, it is also crucial for parents, including those who could, or could not support their children with English to value the act of reading and be a model of a good reader. The role of parental involvement in helping students to become self-regulated readers was very significant as seen from students' feedback. And with PLP-R/W, through the home reading booklet, teachers could make good use of it to advise the parents to support the children more on reading.

## **Chapter 6 Conclusion and educational implications**

The students responded differently towards the reading activities in PLP-R/W in this school. Most of the students were intrinsically motivated to read because they liked the reading materials and they were motivated by the real process of reading with the making of handicrafts and cakes. The supportive reading environment in the English room offered linguistic and affective support to students' development of reading motivation. Although some more able readers and slower learners were not motivated by the reading materials, the teachers had used a variety of teaching strategies to motivate them to read with curiosity and self-efficacy. Although the programme has provided students with strategic reading skills, the room of independent reading and choices of books were limited that students had limited chances to explore their own interests in reading.

For the development of self-regulated reading, in the first year that the school implemented PLP-R/W, it was remarkable to see students borrow books proactively from the library and many students had read more English books by themselves. Students were on the way to become independent readers which they had developed intrinsic motivation in reading, strategies to read English books and a certain degree of metacognitive skills by setting goals to read more. It is hoped that by matching students to levelled books in the coming year and more parental support in valuing reading, students would be even more motivated to take ownership of their reading process.

It is implied in this study that, students respond differently to reading materials and motivational strategies. Teachers should understand each learner well and apply various strategies to support them to learn. It is also implied that even in the reading workshop for P.1 students, there should also be room for students to practice the self-selection and self-regulating process, so that students can enjoy the reading process with interests more. It is also worth looking at that, when teachers support

students to be strategic readers, they could also model to be good readers who values reading as a pleasant activity to sustain students' motivation to read. For students who lack parental support in reading, teachers could spend more time to support students' by valuing their reading process and to communicate with parents to encourage them be model readers who love reading too.

## **Chapter 7 Limitations and further studies**

The nature of the study is exploratory and small-scale. One limitation was that the period of study was short that it could not reflect students' reading motivation and development of self-regulated reading after participating in the programme for a whole year. Since this was the first year for the school to implement PLP-R/W, some unique features of the programme like matching students to book levels using Running Records still haven't been carried out. This limited the accuracy of studies on the programme. Other than this, P.1 students have limited language in generalizing their feelings towards the reading activities that part of the analysis was based on teachers' recount of their learning behaviour since the start of PLP-R/W. This may limit the identification of students' source of motivation and SRL. For parental support, students' previous reading amount and family background before joining the programme may affect the accuracy of the findings too (Wigfield & Guthrie, 1997).

As PLP-R/W for KS1 lasts from P.1 to P.3, it is suggested that there could be further and longer studies on the same group of student's reading development from their P.1 to P.3 so that the full picture of their development in reading motivation could be studied. This study was contextualized in a class with about half non-Chinese students, further studies could also shed light on how the interaction between Chinese and Non-Chinese students influence student's development of reading motivation and self-regulated reading.

To ensure the reliability of this study, the analysis of the data collected could have been examined by other English teachers at the school. Nevertheless, the data were collected from triangulation of perspectives (e.g., questionnaires and classroom observations) to increase the validity and value of this research.

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# Appendices

## Appendix 1a. Questionnaire forms for students

Name: _____	
	Circle the smiley that represents what you think about the following statements ☺
I am happy to have the reading activities of PLP-R/W.	
I understand the reading activities of the PLP-R/W.	
I like the books I read in the PLP-R/W lessons.	
I understand the books I read in the PLP-R/W lessons.	
I like the shared reading with the English teachers.	
About the PLP-R/W readers you bring home ☺	
I enjoy the books I bring home to read.	
I can read English books alone at home.	
I enjoy reading English books alone at home.	
I can read more English books because I can read better after PLP-R/W.	

### Appendix 1b. Questionnaire forms for students (Chinese Version)

姓名: _____	
	請圈出最能代表你的想法的笑臉 ☺
我喜歡 PLP-R/W 課的閱讀活動	
我能理解 PLP-R/W 課的閱讀活動	
我喜歡看 PLP-R/W 課的英文書	
我明白 PLP-R/W 課的英文書的內容	
我喜歡坐在地上一起聽老師說故事	
關於你拿回家看的英文書 ☺	
我喜歡我從 PLP-R/W 課帶回家看的英文書	
我自己看我從 PLP-R/W 課帶回家看的英文書	
我喜歡自己一個人看從 PLP-R/W 課帶回家看的英文書	
我認為從 PLP-R/W 學到閱讀知識後，我可以自己看更多英文書	

## **Appendix 1c . Students' focus group discussion: guiding questions (with Chinese translation)**

Interviewer:

Dear students, you are invited to participate in the focus groups discussion on the reading lessons you have in PLP-R/W. I will ask you a number of questions on the lessons and your reading experience. Please talk about your feelings about the reading activities in PLP-R/W. There is no right or wrong answers and you can talk about anything you think is related to your experience in PLP-R/W ☺

親愛的同學們，你們被邀請參加關於 PLP-RW 閱讀課的討論。我會問你們一些關於 PLP-RW 閱讀課的問題，請大家踴躍回應，談談你對 PLP-R/W 課的看法。這些問題都沒有對和不對的答案，你可以說任何關於 PLP-R/W 閱讀課的看法喔！

List of guiding Questions:

### **Part 1 Students' perception towards PLP-R/W lesson and their general response**

第一部分: 學生對 PLP-RW 閱讀課的具體印象和看法

1. What do you do in the PLP-R/W lesson?  
你們在 PLP-R/W 閱讀課會有什麼活動?
2. Do you enjoy the reading activities of the PLP-R/W lesson?  
你喜歡在 PLP-R/W 閱讀課裡的活動嗎?

### **Part 2 Reasons of students' response towards the reading activities in PLP-RW lessons**

第二部分: 學生對 PLP-RW 閱讀課的反應之原因(如分享閱讀，分享閱讀的活動和遊戲)

3. Why do you enjoy/not enjoy the reading activities in PLP-R/W?  
為什麼你喜歡 PLP-R/W 的閱讀課?

Some supporting questions to guide students:

4. What do you think about the reading materials? Do you like the books that you read in PLP-R/W lessons, like the big book and the readers you bring home?  
Why?  
你對 PLP-R/W 的閱讀材料有什麼意見呢? 你喜歡那些書本,如大書和帶回家看的書嗎?

(The teacher-investigator may prompt more questions on students' opinion on the *learning environment, group work, learning with the NET and other aspects they*

*may have brought up* with respect to their interest in reading in PLP-R/W)

5. Do you like learning reading in the GE lesson or the PLP-R/W lessons more?  
Why?

你喜歡在課室裡上的閱讀課還是在 PLP-R/W 中的閱讀課呢?為什麼呢?

**Part 3 Students' response and the reasons of the response towards independent reading with the levelled readers, home reading and self-regulated reading influenced by PLP-R/W**

第三部分 學生對在課堂中和家獨立閱讀自己 **Reading levels** 的書本時的反應和其原因;以及其自主閱讀的習慣

6. After the shared reading with the teacher, you have time to read by yourself. Do you enjoy the reading of English books by yourself? Do you find it easier to read the books after learning the reading strategies in the lesson?  
在每次分享閱讀後, 你們都有自己閱讀的時間。你喜歡這自己閱讀的時間嗎? 在 PLP-R/W 課堂中學習了一些閱讀技巧後, 你認為自己閱讀會否比較易掌握?
7. Do you enjoy the reading of English books of the programme at home? Why or Why not? Is there anything you do not like about the readers?  
你喜歡在家閱讀 PLP-RW 閱讀課的英文書嗎? 為什麼, 或為什麼不呢? 有什麼原因令你不喜歡 PLP-RW 閱讀課的英文書嗎?
8. Do you like working on the reading portfolio? Do you think it can help you read more independently? Are you more motivated to read independently with the readers at your Reading levels you bring home?  
你喜歡在家填寫你的閱讀小冊子嗎? 你認為它可以幫助你更獨立地閱讀 LP-RW 閱讀課的英文書嗎? 你會因為你帶回家看的 PLP-RW 閱讀課的英文書而更主動地獨立閱讀英文書嗎?
9. Are you more motivated to read more English books on your own independently with the reading strategies you have learnt in PLP-RW lessons?  
在 PLP-RW 閱讀課學到的閱讀策略會鼓勵你自己去閱讀更多額外的英文書嗎?
10. Does the learning of reading in PLP-RW lesson motivate you to read in a self-regulated manner, for example to set goals to read more English books?  
PLP-RW 閱讀課能鼓勵你有更多自主閱讀, 如它定下一些目標去閱讀更多英文書嗎?



## **Appendix 1d Guiding questions for the interviews with English teachers**

### **Part 1 Students' general response and motivation in the PLP-R/W lessons**

1. Do the students enjoy the PLP-R/W lessons? Are they motivated to learn in the PLP-R/W lessons?
2. Which reading activities do they particularly enjoy or enjoy the most?

### **Part 2 Reasons of students' response towards the reading activities in PLP-RW lessons**

3. Why are the students motivated to read in the PLP-R/W lessons?
4. Do you think the reading materials are the source of pleasure that students enjoy in reading? What are the characteristics of these reading materials?
5. Do you think the learning context is one of the factors that motivate them to read?

### **Part 3 Students' response and the reasons of the response towards independent reading with the levelled readers, home reading and self-regulated reading influenced by PLP-R/W**

6. Are students motivated to read independently in class? How does PLP-R/W lessons support and motivate students to read independently?
7. How is students' engagement and motivation in the home reading? Do they like the home reading at home? Are they supported by the parents?
8. Do you think PLP-R/W can support students to be self-regulated readers of English in lesson and at home? If yes, what are the factors?

## Appendix 2 Research data and findings

### Appendix 2a Tables showing results of students' questionnaires

(scale: 1: extremely disagree, 2: disagree, 3: agree, 4: extremely agree)

**Table 1**

#### **Group A's Students' personal response towards the reading activities in PLP-R/W**

<b>Group A: the first lower ability group</b>	Alan	Adrian	Apple	Anna
About the reading activities in PLP-R/W lessons				
1. I am happy to have the reading activities of PLP-R/W.	1	1	4	4
2. I understand the reading activities of the PLP-R/W.	4	1	4	3
3. I like the books I read in the PLP-R/W lessons.	2	1	4	4
4. I understand the books I read in the PLP-R/W lessons.	3	1	4	4
5. I like the shared reading with the NET and the LET	1	1	4	3
About your independent reading/ readers you bring home to read				
6. I enjoy the books I bring home to read.	4	1	4	3
7. I can read English books alone at home.	1	1	4	3
8. I enjoy reading English books alone at home.	3	1	4	3
9. I can read more English books because I can read better after PLP-R/W.	1	1	4	4

**Table 2**

#### **Group B's Students' personal response towards the reading activities in PLP-R/W**

<b>Group B: the second lower ability group</b>	Bowie	Bonnie	Ben	Bill	Boron
About the reading activities in PLP-R/W lessons					
1. I am happy to have the reading activities of PLP-R/W.	2	2	2	4	3
2. I understand the reading activities of the PLP-R/W.	1	3	1	4	2
3. I like the books I read in the PLP-R/W lessons.	2	2	4	4	3
4. I understand the books I read in the PLP-R/W lessons.	1	2	1	4	1
5. I like the shared reading with the NET and the LET	3	2	4	4	3
About your independent reading/ readers you bring home to read					
6. I enjoy the books I bring home to read.	1	2	3	4	4
7. I can read English books alone at home.	3	2	3	4	1
8. I enjoy reading English books alone at home.	2	2	1	4	4
9. I can read more English books because I can read better after PLP-R/W.	1	2	3	4	3

**Table 3**  
**Group C's Students' personal response towards the reading activities in PLP-R/W**

<b>Group C: the average ability group</b>	<b>Calvin</b>	<b>Craig</b>	<b>Cruz</b>
About the reading activities in PLP-R/W lessons			
1. I am happy to have the reading activities of PLP-R/W.	4	4	3
2. I understand the reading activities of the PLP-R/W.	4	4	2
3. I like the books I read in the PLP-R/W lessons.	4	4	2
4. I understand the books I read in the PLP-R/W lessons.	4	4	1
5. I like the shared reading with the NET and the LET	4	4	3
About your independent reading/ readers you bring home to read			
6. I enjoy the books I bring home to read.	4	4	3
7. I can read English books alone at home.	4	4	3
8. I enjoy reading English books alone at home.	4	4	3
9. I can read more English books because I can read better after PLP-R/W.	4	4	3

**Table 4**  
**Group D's Students' personal response towards the reading activities in PLP-R/W**

<b>Group D: the highest ability group</b>	<b>Daniel</b>	<b>Darren</b>	<b>Donald</b>	<b>Darcy</b>	<b>Doris</b>	<b>Deb</b>
About the reading activities in PLP-R/W lessons						
1. I am happy to have the reading activities of PLP-R/W.	3	4	3	4	3	4
2. I understand the reading activities of the PLP-R/W.	4	4	2	3	4	3
3. I like the books I read in the PLP-R/W lessons.	2	4	3	4	4	4
4. I understand the books I read in the PLP-R/W lessons.	4	4	3	4	3	4
5. I like the shared reading with the NET and the LET	3	3	2	4	2	4
About your independent reading/ readers you bring home to read						
6. I enjoy the books I bring home to read.	1	4	3	1	3	3
7. I can read English books alone at home.	4	4	3	4	4	4
8. I enjoy reading English books alone at home.	2	4	4	4	3	4
9. I can read more English books because I can read better after PLP-R/W.	4	4	4	1	4	4

## Appendix 2b Excerpts of Transcription of interviews with students

(The full transcriptions of the interviews are available in the DVD attached)

T: Teacher investigator

Ss: Students

- Students' names were assigned by the teacher-researcher to protect students' confidentiality
- students with names starting with the same alphabet are from the same ability group, for example, Apple and Anna are from the same group (Group A),
- The groupings: Group A and B: the two lower ability groups, Group C: the average ability group and Group D: the highest ability group)

### 1. Shared reading of big books

T	the books do not look good?
Daniel	No, very boring
T	Is it because we have read it repeatedly?
Daniel	We have read it many times

T	How about reading the big book? Do you like reading the big book?
<b>Bill</b>	<b>I don't like it too</b>
<b>Calvin</b>	<b>reading the big book is fun</b>
<b>Doris</b>	<b>They are also boring</b>
T	Do you like reading the big books?
Bill	No!
T	Apple, why do you like reading the big books?
Apple	I do
T	Why?
<b>Apple</b>	<b>because the story is good</b>
T	So why do you not like it?
<b>Bill</b>	<b>because it's difficult to see as I sit at the back</b>
<b>Calvin</b>	<b>reading English books is very difficult</b>
<b>Doris</b>	<b>because they are, I always understand what it means and they are getting very bored</b>

### 2. Confidence in reading after learning the HFWs

T	Boron doesn't think it's difficult too. Is it because of the difficult vocabulary, Ben?
Ben	Yes, a bit
Bonnie	but some are not difficult, like apple, cat, yellow, dog

T	So if you read them frequently, it would not be difficult right?
Bonnie	Yes, abcdefg....

### **3. Peer Collaboration**

T	Right, if your friends sing with you? Do you think it is easier, to think that you are braver to join in?
Craig	can negotiate with the classmates when doing Worksheets which are difficult.
Darren	can ask others

T	So when sitting in groups, do you think you are more confident to read the books?
Apple	No. It helps to make more friends

### **4. Competition**

Craig	In fact I want to go to Group D(the highest ability group)
T	Why?
Craig	because the students in Group D are the more able ones.
T	So you have to work harder!
Craig	But I don't know how.
Donald	before I...before I...before I...
Darren	The things done in Group D are more difficult than yours
Cruz	I was in Group D before.

### **5. The learning environment**

T	How about the learning environment here? Are you happier to learn English here ? What's special about the learning environment here?
<b>Craig</b> <b>Cruz</b> <b>Darren</b>	<b>more refreshing.</b> <b>happier</b> <b>it 's bigger than the classroom</b> <b>there are more English words here</b>

<b>Daniel</b>	<b>No, here here! It is comfortable to read there (pointing to the reading corner)</b>
<b>T</b>	<b>Right, it's comfortable to read there</b> <b>How about sitting in groups?</b>
<b>Daniel</b>	<b>There was one time I sit there (smiling happily)</b>
<b>Boron</b>	<b>we don't like being at the desks</b>

<b>Darcy</b>	<b>I like sitting there too</b>
<b>Ben</b>	<b>me too</b>
<b>Boron</b>	<b>because...</b>
<b>Daniel</b>	<b>comfortable</b>
<b>T</b>	<b>comfortable...</b>

T	so are you happy to have the PLP-R/W lessons?
Ss	Yes Yes
Adrian	I think it's just alright
T	why do you think it's just ok, Adrian?
Adrian	because we always have to sit on the red stools.
T	You don't like sitting on the stools. Why?
Adrian	because..
Darcy	I am the same
T	you don't like it too?
Daniel, Boron, Ben	same for me
T	Why?
Boron	because we cannot lean our back on that
Daniel	I think it's too crowded to sit on the stools
T	Too crowded?
Ben	lack of space
Darcy	I can't see the books (at the back)

<b>Boron</b>	<b>I like that place is beautiful (pointing the reading corner)</b>
<b>T</b>	<b>So you think something beautiful is good.</b>
<b>Daniel</b>	<b>I saw some toys over there.</b>
<b>T</b>	<b>I see, some toys...</b>
<b>Daniel</b>	<b>but I don't know whether we can play them</b>
<b>Boron</b>	<b>I think it is very beautiful there (pointing to the board with phonics train and content words with pictures)</b>
<b>T</b>	<b>Darcy, what do you think?</b>
<b>Darcy</b>	<b>I think it looks very nice</b>
<b>T</b>	<b>Do you think the words there can help you read</b>
<b>Ss</b>	<b>Yes</b>

Deb	There are book and mat
T	That means you think the environment is good for reading?

Deb	Yes
-----	-----

T	ok, you don't have to take the books. How about the environment here? Does you make you feel having English lessons here is more enjoyable? For example, having some words there?
Bonnie	Yes, it helps me write the story, the writing and the animals like sheep, snakes

#### ***6. Student-teacher rapport***

T	So you three like PLP-R/W. Why do you like it?
Apple	because...
T	Bonnie can you explain first?
Bonnie	because I like Mrs R (the NET)
Apple	I like Ms C (the NET)
Boron	I like Ms L (the CA)
Apple	and I like you
T	Oh, thank you!

#### ***7. Metacognition/ reading strategies***

T	Sometimes, maybe you don't know how to spell the words, do you think the environment here can support you more with the words?
Bonnie	I would think by myself.
T	you would think about it yourself. Would you refer to the board?
Ss	No
Apple	think about them myself and recite them out.
T	How about when you can't remember?
Apple	Recite them out by myself
Ben	Ask the teacher, write
Bonnie	I would take out a piece of paper, if I remember apple, I would write it down
Ben	I help you write
T	Boron, what do you think?
Boron.	Let me think.
T	Do you think the words on the wall can help you write?
Boron	Yes

<b><i>T</i></b>	<b><i>So do you think the reading booklet can help you read more English books?</i></b>
<b><i>Ss</i></b>	<b><i>Yes</i></b>
<b><i>Craig</i></b>	<b><i>a little bit</i></b>
<b><i>Donald</i></b>	<b><i>a lot for me</i></b>
<b><i>T</i></b>	<b><i>Why do you think just a little bit?</i></b>

<b>Craig</b>	<b>If you read every day, there are more entries</b>
<b>Donald</b>	<b><i>If we read it more, just like the dictation, it help use remember. It helps us revise</i></b>
<b>Cruz</b>	Revise

T	difficult, ok, so what would you do if you don't know the meaning?
Calvin	I would check it in an online dictionary
Deb	ask teacher
T	but when you go home, there will be no teacher to help you
Deb	my mom would help me
T	Alan, when you don't know the meaning of the word, would you look at the pictures for help?
Alan	I would ask my mom for help

### **8. Parental influences**

<b>Donald</b>	<b>My mom asks me not to look at the picture but only the words.</b>
<b>T</b>	<b>But sometimes if you don't know the word, you can look at the picture, then you would understand the story more easily</b>
<b>Donald</b>	<b>No, I don't do this. My mom only wants me to read the words.</b>

Students who have parental support were more confident about reading English

T	So what is the most difficult about reading English books?
Apple	difficult? Never
<b>Boron</b>	<b>Nothing difficult</b>

### **9. Students opting for more/other books of their interests**

T	So in PLP-R/W, do you like reading books?
Daniel	I like reading big books
Adrian	I like reading books about fighting!

T	How about Darcy? Why do you like the small books?
Darcy	No I don't like the books. I like other books
Adrian	I hate those books
T	Why do you hate those books?
Boron	I like reading other books
Boron	about dinosaurs
Adrian	because they are very difficult

### **9. Productive tasks**



T	How about Doris?
Doris	I'd like to make a cake

T	What do you do in PLP-R/W lessons?
Apple	Make cakes
Boron	Make cakes!

***10. Importance of reading English books***

Doris	because reading books is good and If you go to high school, you would learn anything from books....
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## Appendix 2c Transcription of interviews with English teachers

### 1. an Interview with the NET

T: teacher-investigator

N: the NET

T	<p>Ok, shall we start the interview now? OK</p> <p>Thank you very much, N, for participating in this interview.</p> <p>Your opinion and observation towards the investigation on students' motivation to read in PLP-R/W is very valuable.</p> <p>It is a, em, a semi-structured interview, I am going to ask you 8 questions about the students' motivation and self-regulated reading habits in the PLP-R/W with the support yes, from the teachers and the materials.</p> <p>I will audio-tape this interview as data for the research project.</p> <p>Please feel free to express your opinion and add anything you think it's is relevant. You can express your opinion, um, just anything relevant</p> <p>So the interview is structured in three main parts, the first part is focused on the students' general response and motivation in the PLP-R/W lessons. So, do the students enjoy the PLP-R/W lessons?</p>
N	<p>Yes, I find the children are really, you know, looking forward to these lessons because... basically because they move from their classroom atmosphere where they just sit in rows and then here it is like a scattered set up, and <i>they probably may not be sitting with their own friends that they have a new partner to work with</i>. And, as they walk into the class, in this particular English room, <i>they find that it is very colourful and they always would like to look at the places, you know, where things are around. They get to know a lot of things which are related to them</i>.</p>
T	<p>Um</p>
N	<p>So it's a means of motivation...yes, <i>looking at the atmosphere. It motivates them a lot</i>. Yeah, and, is there anything you would like to know more?</p>
T	<p>um, which part in the session would they enjoy? Because there are many parts like singing songs and phonics...</p>
N	<p>Yes yes yes. There are a lot of things that kids do. And basically the idea is not for the kids to do one ultimate thing but there are multiple activities which are all related to the book. So, <b>kids do enjoy the singing of the phonic songs which is</b></p>

	<p><b>at the beginning of the lesson.</b> And then to learn new songs related to the book. So that is also something they like to do, and with lots of actions, because there's so much kinaesthetic energy in that. And they're also eager to join in the shared reading because there is <i><b>no fear from them that oh I have to stand up and read by myself.</b></i> So shared reading is something that they all do together. <i><b>So looking at their peers, they'd think that, ok, let me also give a go, let me try my best. So, it does also create motivation, you know, from student to student.</b></i></p> <p>And when the teacher role models, the students also pick up the way of reading very quickly. And they try to probably imitate the teachers when they are reading. So it's also a great thing that I can really see in this particular programme.</p>
T	Yes, you have mentioned that the...in the shared reading. Um, the students are more confident to
N	to read together
T	yes, because they have the peers' participation together and also the modelling of good reading strategies
N	teacher
T	yes, the reading strategies. And how about the reading materials itself like the big book?
N	The materials that are being provided by <i><b>this programme is quite interesting because the books are very big, the letters are very big.</b></i> So the students don't have to, you know, squeeze their eyes to see whatever it is. And then the seating is also in such a way that <i><b>they can all have a good look at the book.</b></i>
T	Yes
N	and we have the content words which <i><b>relate the words to the picture</b></i> so that they can also <i><b>get the idea of what key words</b></i> they need to know in this particular book. And even the phonics part, we have a wonderful song going with the, you know song of each letter. And it really <i><b>builds their vocabulary and their phonemic awareness.</b></i> And we always try to read with the students the high frequency words because <i><b>the high frequency words are very fundamental to read in any bit of English even in the class or outside. They can read them aloud and it becomes the life skills.</b></i> So when they know the high frequency words, they know most of what they have been doing by reading, yeah.
T	um, for the book, like the content, like this unit we are looking at: The Paper Plate Mask. Um, they, <i><b>students can actually um make a product after the reading.</b></i> So this is <b>a very interesting activity</b> for them, yes. And they have the purpose to read the book. How about the other books? Are they motivating students to read them in this way too?
N	Yes, it does. The book just before this was Grandma's birthday cake. So it was also a recipe, you know a procedure-like text that talks about the way to make a cake and students were so excited about it because they could make their own

	<p>cake at school. So the groups work together and they had to put in, and then, you know, put in all the ingredients. And they were so excited to see the primary products of what they have got, that is the cake. So, <b><i>it really encourages them a lot to read and then try to produce something by themselves</i></b>. The programme is obviously structured in such a way that it's not just focusing on only fictional books or you know, one particular text type. <b><i>There are so many text types that are being exposed to the kids.</i></b></p>
T	Um. In this class, the abilities of the students are quite diverse
N	very diverse
T	yeah very diverse, so um, what do you think are the strategies to provide them different kinds of support and also to extend some of the students' abilities in the programme, in reading?
N	<p>Yeah, sure. When it comes to reading, we, on observations, we see that, there are some kids who are only on the basic levels. And there some who are where in between. And there are some who are very elite and they are ready for, you know, mature reading. <b><i>So what we do is especially when we are reading the shared reading book, we target certain questions to the lower levels so that they have confidence in answering and also they are being happy that they are being able to answer something. So to build up their confidence</i></b> to attempt for you know, challenging questions. And for the middle levels ones, we try to put in a little difficult questions and probably what they know. And <b><i>for the elite ones, we try to get out of the box, you know, out of this particular context in this lesson and then give them another context and then ask them what they would do.</i></b> It sort of extends what they are thinking and their creativities you know as being motivated and stimulated, so that they can also extend it to their writing, when it comes to writing. And, in the writing aspects. Whenever they, because we know that they are focusing one lesson on reading and the following on writing. Yeah, so for the <b><i>writing aspect, we always work together in a sense that we co-plan.</i></b> Teachers co-plan to make sure that we are able to meet the needs as well as the ability of all the kids. So, for the lower levels, <b><i>we will try to keep something which is simple that they could feel they could complete the task. And for the higher levels, we would give some extended activities probably writing on their own something that, with the words they have learnt from the book.</i></b></p> <p>Yeah, so far we have been finding it quite fruitful, yeah I should say, yeah. And since we have not started with total writing in this aspect which it is all based on the book. So we find it quite encouraging, so are the students as well.</p>
T	Yes, so how about, the students have shared reading, they also have some independent reading, for example after the writing lesson. They would read their take-home readers to their peers. So, are they motivated to read to each other?
N	Yes, very much, we found that students have got their routine with them, and then, it's like, after I finish this, I should be doing that. <b><i>Even the teachers are not</i></b>

	<p><i>around what they should be doing, they know what they should be doing next because they know that when they get the book, they should sit and read.</i> And for the very fluent readers, we try to bring books from the library so that... some of these books like the phonic book or letter book which they are very simple. So we try to extend, give them better books related to the context and then they try to read or sometimes it could be we teachers sit down at the corner, try to bring a group of students to read with us.</p>
T	<p>We have talked about part 1 and part 2, like students, why they are motivated and why they are supported to read. We can also see in lessons that they are, many of them are very eager to answer questions and to participate in the activities. Another focus other than the motivation that students have when they are reading, another objective is to prepare students to be more independent in reading.</p>
N	Independent readers, yeah
T	<p>So, let' look at part 3 that how can students be motivated to be more self-regulated readers by PLP-R/W? because they have to take home some readers. So are they willing to read by themselves? Or?</p>
N	<p>Yeah. So because this particular programme, it's not just interested only for the teachers because there are so many stakeholders, like the principal. We have an AT, that is an advisory teacher who comes in every now and then to see, to check the progress of what is happening in the classroom. And we teachers work together, and that there's the CA who helps with the resources, whatever we need. And we have the parents over and about. Do you know? <i>The parents' support is very very encouraging these days because they find that their children bringing in some books and they are also keen to know what they are doing, you know, in school. So there's a lot of opportunity to maintain, to show that they have set their children to read.</i> There's also a bit of area that students can give their opinion about the book like whether they like the book, they dislike the book or was it just satisfactory. Ah, they can also say how many times they read the book. <i>But some kids are really very keen to read the book over and over again. They have just memorised the book probably.</i> So in that case, you can see some of the kids have already finished their logbook because they have read it so many times and, I think the parents are doing their bit very well. And as teachers, we are also trying to do our best to make them independent readers. And students of course, since they have learnt all these strategies and a lot of reading strategies in the English lesson. <i>It's all a graduate process that is happening and we have found that they are using these strategies in the English lesson to make themselves independent readers.</i></p>
T	So, you've mentioned that parental support is very important.
N	Yes, it is important.
T	Em, but, like, for children maybe rarely receive that kind of parental support.

	What would they do with the readers? Would they read it or they just forget about it?
N	<p>In that case, there are certain cases that we repeatedly see students not doing anything at home. So in that cases, <i>we teachers try to sit with them whenever possible, you know, to sit and read something at school.</i> And if there's other enrichment programme and whatever going on, or intervention programme at school, so through that I think, you know, <i>students will eventually know that they have to become independent readers sooner or later.</i> Yeah and it's not going to be a spoon feeding time all the time.</p> <p>And I have seen most of the kids in this school. I found that the parents are more responsible. Of course exceptions are always there, with kids not supported from home. They say that they don't know English. Even if they sit with their own kid, this is enough right? The kid is not gonna be cheating them. They are not clever to do such things. So it's a matter of sitting down with the kids. You know, every day for some particular time. That would definitely go a long way.</p>
T	So the home reading record is very useful because the parents have to
N	sign
T	<p>yeah sign. They have to see whether the students reflect on the stories. Yes, how about in lessons, is there anything, for examples, setting goals for them in the lessons so that they know that after the reading in class, they have to really do it by themselves. Because when students are on the way to become self-regulated, they have to set goals and there should be some more freedom in the lesson. For example when making the paper plate mask, they are not going to be robots and follow the steps. But, they can choose what to do first. It's just like their reading right? They can choose the books they like and what interests them. So, what kind of strategies in the lesson or maybe from the environment, it's giving them more freedom and more room for them to explore their reading capacity and also to choose to read something they are interested in?</p>
N	<p>any room for that, are you asking? Um, since this is the first year of PLP-R/W, we haven't thought that far. <i>We are just trying to establish what is in the booklet,</i> you know, and that is the objective right now. But, as you see, I think we have to give them that feeling that they free to do, within that particular, you know, a particular area that, they can use whatever they have learnt in the best way they can. But so far, we haven't done anything great on that skill I think.</p>
T	because they are still in P.1
N	<p>yeah yeah yeah, nothing really, except for this one, like a paper plate mask. As I said, they can put the eyes first, the ears one, put the hair first because they want the hair to be nice, yeah? <i>So we need to give them room for that. It cannot be just like I dictate, ok do the hair and they do it.</i> No. So we give them the time and they do it. So that gives them the freedom there. But the book which we did before was the making of the cake. In that case, it is totally procedural. If you</p>

	make a mistake, you add the egg at the end, you will not get the end product, or for a good cake, right? So in that case, we have to be sticking to the procedures. So We have to put in this, yes we have to put in this. So this unit is procedure but this gives more freedom. That one was more restricted to what it was on there.
T	So, overall, do you think the PLP-R/W is, because, the school has just implemented it from like October, So when students move up to, like J3, do you think the programme is preparing students effectively to become self-regulated readers ?
N	I think so to an extent. You know I cannot say be 100% sure. <i>To an extent, it also depends on the students' interest. They might be very good in the classroom but when they are using the same, they may not be able to extend the same language outside, also the classroom.</i> And there's always the intervention of the main, you know, the mother-tongue language that they have, they would probably choose that because we are not telling them you should not speak that, the mother-tongue, whatever. But we try our best to keep all our instructions in English while they are in the English room, while they are doing all their work in English. So hopefully, and it's all, what is that... And the books are all graded in such a way that it is all suiting to their ability level, because we will be doing this in the later part of the year. <i>We'll try to grade the books to the needs of the kids. So we may do a little assessment on that. And then, hopefully, they will be reading more books. They will be taking different books with them. And it should be helping them as fluent readers and independent readers.</i>
T	Um, I see. What do you think, would be like...students are motivated to learn in the programme. But because the materials were made by the NET section, but you know, the school contexts are very different school context. For this school, do you think there's something that could be improved to better suit the students here. Because there are many non-Chinese students, they have varying parental support in their reading. So what do you think can be improved to suit the needs of this class of students?
N	<i>Basically, the more they read, the more they are gonna grasp, so I would suggest bringing in more books for them to read freely.</i> Once they finish the task, because most of the kids can finish the tasks very quickly, I mean the elite ones. Once they do that, we can bring in some books and sit down to read with them quietly and they all can also learn how to read by themselves. Not the teacher to be reading to them. And expose them to as many text types is possible. So that will help them along with, that's what I think.
T	more books
N	yeah more books. Yeah reading helps them a lot. Whether they understand the story lines or not, you know, just skipping through the pages, they would have just of the idea of the whole story. So it will help to expose them to many types of

	books
T	<p>ok, um, I think this is the end of the interview.</p> <p>Thank you Ms N again for your time and participation! Your rights as a research participant are listed in the consent letter. Codes, not names will be used in the dissertation to protect your confidentiality. If you have any questions concerning this interview and your rights as a research participant, please feel free to contact me using the contact details on the consent form.</p> <p>This is the end of the interview. Thank you again for your participation!</p>

## 2. an Interview with the LET

T	Thank you Ms C for having this interview with me today. This interview is about the class of P.1 students' response in PLP-R/W, mainly on how they feel about the reading activities and their reading motivation in the programme. The first question is, do the students enjoy the reading activities in PLP-R/W since it has been implemented? Is there any part they especially enjoy in the programme?
L	In PLP-R/W, <i>I found that students really enjoy the activities</i> . They like this session a lot. For the activity they enjoy most, it is the shared reading time. We can see that the children are very attentive when listening to the stories. <i>When the teacher asks them questions, they try their best to answer them. Other than this, when we teach them the content words and high frequency word, it can be seen that they all participate proactively.</i>
T	Different students have different response. I have observed that many of them participate actively in the sessions. In the PLP-R/W sessions, students are grouped together, would some weaker students feel more confident to answer questions and participate in the learning?
L	So I have observed... In the PLP-R/W lessons, <i>there are two types of students, the first group is Chinese students and they have average English ability. In fact they all participate eagerly</i> . In fact I can see the students lower ability, <i>from the beginning of the semester to now, which is almost the end of the semester, I have seen the biggest improvement is that they can recognise a lot more words and they have also answered more questions</i> . They have also <i>paid more efforts to try, to try to answer more questions</i> . But for another group of students are NCS, they can already recognise a large number of words, they found PLP-R/W boring. That's why at the beginning, I have mentioned that it was most students who enjoy these lessons.
T:	You have mentioned shared reading and the reading of HFW and content words. Why do students enjoy the session because these activities? We can see that these are quite different from traditional English lesson. Why do you think students are



	motivated more to read by these activities?
L:	I think it's like this...no matter we are in PLP-R/W or GE lessons, we would also revisit the HFW and content words. <b><i>When students can recognise more words, their confidence in reading would definitely grow.</i></b> When they are more confident and when they read, they would recognise those words. <b><i>I think this is the most significant factor to foster students motivation in reading more and answering more questions, and to be more motivated to participate in the lessons' activities.</i></b>
T	Let's talk more deeply about the lesson. So there are many features in this programme, for example, we would use story books as the main teaching materials. When story books but not textbooks are used in the English lessons , do you think students are more motivated to read because of this?
L	Absolutely, I do think so. <b><i>Every child loves listening to stories. Although we use the same book for shared reading in four consecutive weeks, we focus on teaching different strategies in depth.</i></b> It can be seen that, although the same book is used in the four weeks, most of the students would not think it's boring.
T	How about the <b><i>learning context</i></b> ? As the environment of learning in the English room is very different from the classroom, can you talk about whether it motivates students to read too?
L	In the English room, all of the high frequency words and content words are posted here. Also the most frequently-used vocabulary is posted here. <b><i>I can see that, the best thing is...when students don't know the word, I am talking about writing, they would leave their seats and try to find the vocabulary in the room.</i></b> And I have also observed that <b><i>they would also search the word in their "My First Dictionary" to look for the vocabulary.</i></b>
T	How about the grouping according to their abilities? Do you think this could help to motivate their learning and reading ?
L	In fact it does. I am responsible for supporting the less able students. They need more support. And <b><i>when I guide them read the book or write some words, in the ability groups, I can support them to write more. And I can teach them further according to their ability.</i></b> But for the NET's group, <b><i>their abilities are higher, beside reading the small books in PLP-R/W, she would give them extra story books to read.</i></b>
T	That means the grouping facilitate the catering for diversities so that students can be better supported. And for the more able students, they can extend their learning more.  So there are two main objective in the programme. The first one is to foster students' motivation to read and the other is to enable students to develop more independence in reading. Do you think students are enabled by PLP-R/W to be

	more confident, to set goals to read more independently?
L	After implementing this programme, the most exciting thing for me is that, as I am responsible of providing support to the weaker groups of students, I have observed that this group of students <b>are now more proactive to read. They always take out the small books and the letter books to read.</b> But if you ask me whether they are becoming independent readers, they still have not. But it can be observed that their confidence and motivation have been high...
T	I have also observed that some less able students would want to go to the library during recess because they want to read more books.
L	right, for example, <b>Bowie, who is one of the weaker students, she told me that she wanted to go to the library to read English books today. So I am really happy about it.</b> However, for the students who have higher ability, I don't think it's PLP-R/W that has motivated them (to be independent readers)
T	For their home reading with the small books, do you think students would make use of the reading strategies at school and think that reading by themselves is not that difficult? Would they think about the use of "My First Dictionary" or the reading strategies they have learnt in the lesson? Would they become more confident to read by themselves?
L	For this, I think they would. <b>After checking their home reading booklet, I found that many of them are already keeping the second or the third reading booklet.</b> I have also asked them how they would read the small books at home. For the first time, they would read it with their parents. <b>But after the third or the fourth times of reading, as recorded, they already read by themselves. And for the less able students like Boron and Bonnie, they would also tell me that they have read how many times with their mom last night, what sentence they can make and how their moms praise them. I have seen this results when the programme is implemented to around December.</b>
T	So after the programme has been implemented for around ...
L	three months
T	the students become more proactive to read.
L	And in fact NCS students would not read the books at home, but they would form a circle and read at school. They read at school and I signed for them.
T	So the programme has provided reading materials at their level for them to read by themselves, no matter at home or at school.
T	So you have mentioned about the reading booklet. Would they think that: well, I have read a lot of books, I am proud of this achievement, would they have the goals to read more English books?
L	Yes, they do. <b>I have observed students going to the library to borrow books.</b> Sometimes some of the students bring their textbook to read in recess time. <b>This</b>

	<b>was rather rare last year or in the previous years except when there was a dictation.</b>
T	So they want to read more and read better.
L	Yes, and <b>they enjoy reading-aloud a lot. They like reading aloud the content of the book.</b>
T	So we have talked about the reading booklet and the small books, what do you think, to summarise, the students are now in P.1 and they are going to become P.3 students that they will still have this programme, what do think are the significant factors that can motivate them to be self-regulated, to set goals to read more English books?
L	<p>“I think, in shared reading, we have taught a skill which is to have picture walk. When reading, the students may not know the new vocabulary. <b>But when they refer to the pictures, they can guess the meaning. This is a very important skill (that they can read by themselves to make meanings).</b> On the other hand, the good thing about <i>PLP-R/W</i> is <i>that it keeps revisiting the content words</i>. For the sentence structures, they do not only appear in one unit, but they reappear in a spiral way. So students are like they have printed the knowledge into their mind. No matter it’s on the reading or writing, they can use what they have learnt before. <i>When they have “saved up” a certain amount of sentence structures or vocabulary, they are naturally motivated to read more and write more. For example, in this examination or in individual writing, this part is about writing, the students were requested to write 5 sentences.</i> It can be seen that they do not only write 5 sentences but more than 5 sentences. Some could even write 20 sentences. It can also be observed that the sentence structures they have used are actually learned from different units. Maybe from the last unit they have learnt.</p>
T	About their reading motivation, PLP-R/W has the part of phonics and chants. For the chants, the same melody is used. There are also some songs used in this programme which the kids have to sign together when they enter the room. Do you think these could help students read and learn more?
L	Yes, I think they do help. <b>I have seen that when students read a new book or see a new vocabulary, they would use the phonics skills to try to pronounce the words.</b> Even in the listening examination, there are some elements of phonics and students are seen that they can use the phonics skills in it too.
T	So students can make use of the skills to read out the new words.
T	Thank you Ms L for having this interview with me. If you have any enquiries concerning the interview or the project, you can contact me anytime. Thank you!

## **Appendix 2d Teacher's Journal (observation notes in PLP-R/W)**

**25<sup>th</sup> Feb, 2013 A Paper Plate Mask SR1**

### **Motivational behaviour in reading**

About 4/5 of the students were focused on the shared reading. The shared reading lasted only for 10 minutes as the previous procedures ran over time. Students were eager to answer the questions. But for the students (Daisy) whose reading level is much higher, they were not motivated and found the text quite boring. Students can get points when they answer questions. Their extrinsic motivation is quite high in this lesson that they want to win the other team. The groups of lower ability were not sure what they had to do. For the post-reading activity, students had to work together to re-order the procedures of making the paper plate masks. Instead of reading the stripes of steps, students' attention was on the cutting and gluing of the steps. It was partly because of the task was quite meaningless to students as the steps are already in order and students only have to cut and paste them to the right box with the image of the materials. The aim of the activity to them was uncertain. The weaker students were not interested in the reading but playing with the sticking and cutting. The stronger students are (similar too but they could follow the instructions by the teachers better.)

### **Self-regulated learning and reading**

#### **The Post –reading task: rearranging the steps to make a mask**

It was quite close-ended and meaningless.

### **Classroom context**

Students could have time to organise their work and collaborate with the group members.

No prints/signs to show the reading strategies explicitly

### **Teacher's role as a facilitator**

The teacher' feedback was quite supportive and she wouldn't say the children were wrong but to guide them to think about the answers again.

**4<sup>th</sup> March, 2013 A Paper Plate Mask SR2**

### **Motivation behaviour in reading**

The students are in SR2 today. They were exposed to different texts for reading. "This is the way" is a song on steps to make the paper plate mask. They also read the book of "The Paper Plate Mask" again today. The steps of making the paper plate mask were pasted on the board too when they were making the mask. Students read the text meaningfully in the activities for many times.

The children were less motivated today and many of them were not focusing. They used to like singing a lot but most of them were just trying to follow the action but not reading the lyrics to sing the song. It might be because of the long sentences in the lyric that they cannot follow the song easily. But some students (Fiona who is the student in the weaker group) was very interested in singing the song which was good.

They were generally motivated to share read the big book because most of them wished to work on the mask as soon as possible. Sumaya made a sentence with 'do' : How do you do?. Excellent! The sentence making part was quite impressive on catering for diverse needs that the higher ability group can get more freedom in using their language.

Students got distracted easily when the materials are distributed to them. The holding up activity was not sensible as the students will not be focusing when they have the materials and were all so eager to start making the mask. The steps on the board were very useful and important for reminding kids to keep referring to the text.

### **Self-regulated learning and reading**

#### **The post-reading task: Making a paper plate mask: overall observation**

There are more choices and freedom for the children in the after reading activity. The task of making a paper plate mask was authentic and students have to read the instructions purposefully to complete the mask. They can choose to work on the steps they wanted to do first but overall, they still had to work according to the text. They were free to do the steps they want but the choices of colours of the nose or ears were restricted to the coloured papers given to them ( e.g. to draw the nose on a brown paper instead of the pink paper)For the weaker students, they had the ideas in mind of how to make a paper plate mask but some of them were not aware that they have to follow the instructions. They were reminded to read the instruction so that they can keep working more independently. The goal was quite clear to them which is to finish the paper plate mask

### **Classroom context**

Peer collaboration was enabled and there were procedures that supported students well on the steps to make the mask

### **Teacher's roles**

The teacher acted as the facilitator to remind students they have to follow the steps of making the mask.

### **Assessment**

Formative assessment of commenting on students' answers from questions and the mask they have made.

## **12<sup>th</sup> March A Paper Plate Mask SR3 (the 1<sup>st</sup> videotaped lesson)**

### **Reading motivation in the lesson**

The students had sung the phonic songs today. They liked singing them a lot and when the NET asked some of them to give some example of the words starting with letter P, many students wanted to give it a go. Doris was motivated to try. The LET then led the class to read the HFW. She asked Ben, who was a quiet boy to come out and lead the class to read. This was a motivational strategy to gave Ben who was

always quiet the chance to try and lead the class. The students liked the reading and when the LET introduced the new words, they were eager to try reading them aloud. Students enjoyed the sentence making process a lot because the teacher asked them to come out and tell others the sentence. The lesson moved to the phonics part to introduce the letter “y” and its sound. Students were engaged to sky write the letter. They liked guessing which letter it was together because they were curious about whether they were correct. They were motivated to give examples too. When the LET showed the pictures of the words beginning with “y”, Ben put up his hand to try which was remarkable. The children enjoyed the part a lot. When playing with the sound box, some weaker students like Bowie and Adrian were called on. They were very brave to say the word. Again, the teacher had enable the less motivated and quiet students to say something. In the story-telling time, students at on the read stools and most of them looked intensely at the board to learn about the vocabulary first. The class was eager to try and guess. Students were focused in the story telling more than shared reading. It might be because the story with monsters was very interesting. The NET also tried to make students to participate more by counting and predicting the story line. Students were eager to guess too! The story telling using cards was very effective to engaged students to guess meaning.

After the story telling of the story of Grandma’s Birthday Party, students were asked to identify the image of monster from the descriptions. They were motivated to read the script because they have a purpose of matching the description with the pictures. Shared writing Angus pointed out that there should be spacing between the words. He is a quiet boy and he made a nice try today so he got two points! The teacher attached in the monsters picture to board and students have point to the words as he chose the picture. The teacher tried to ask the more able students to engage in the class by leading the class to read. In the shared writing process, students were focused too that they listened to the teacher’s instruction and were eager to come out and write.

In the drawing of the masks, I was responsible for the weaker groups. The students were quite eager to try today.

### **Self-regulated learning and reading (Post-reading):**

#### **Post reading task: Drawing of a monster mask:**

I was mainly in group A and B to support students with their work. The task was open and communicative that students had the choice to draw the monster they liked. Although the sentence structure was quite controlled to give students more support, students were happy that they could get to design the monster with colours they liked.

#### **Classroom context:**

Supportive with the sentence structure and vocabulary of colours and body parts on the board. Peer collaboration was enabled.

#### **Teacher’s role**

As a facilitator to support students and engaging students in tasks that catered for their diversities

## **Assessment**

Formative and non-threatening in lesson

**18<sup>th</sup> March A Paper Plate Mask SR4 (the making of the monster mask was cancelled)**

### **Motivational behaviour in reading:**

The lesson started with the singing of the “j,p,y” chants. Students were engaged in singing the chant but some of the students in the average group were not focused. The weaker groups were similar. When introduction the “i” sound, more of the students were eager to put up their hands to say the words beginning with “I” sound. Isabella whose ability was a lot above average was very eager to tell the T the word “igloo” which most of the students do not know. About 1/5 of the class raised their hands to tell the teacher about the words beginning with “y” and “I” sound. Then the section moved on to the reading of high frequency words. Most of the students were willing to read the words and they were eager to be called on to read the words themselves. The less able students did not put up their hands to show that they wanted to try the reading of the words alone. The T then asked Ss to make sentences with the content words. An S was chosen each time to pick a card to read it. The weaker Ss were eager to try too but for the sentence making, most of the hands raised belong to the stronger Ss. I was surprised that Ss wanted to make sentences so much. Daisy and Doris who were native speakers of English were both very motivated to try. The differentiation of task according to Ss’ ability by the T was significant to motivate all students to give a try on using the words. The shared reading of the book was gone through quickly. It was the fourth time that the class shared read the book. When looking at the cover page, students could tell who were the illustrator and the author quickly. The class was motivated to guess which step come next as the teacher turned the pages. The teachers were very skilled to sustains the students’ curiosity and the prediction of what happened next in the story. The questioning was changed from checking comprehension to prediction of content. The stronger students were clearly bored so T asked some of them out to be the little teachers and led the class to read. They were happy. The next activity was “show and tell” of the monsters drawn by individual students from the last section. The making of the paper plate mask was cancelled. The next task is the completing the vocabulary worksheet which focused mainly on spelling and target content words. There was no time left for independent reading and the students just came out to get a new book.

### **Self-regulated learning and reading (Post-reading):**

#### **Post reading task: Filling in vocabulary sheet:**

#### **The steps of help building the vocabulary: Look, Say, Spell, Cover, Write, Check**

This activity has helped students to build up their habit of revising and remembering the content words which was very useful in modelling the strategy of widening vocabulary bank to support the production of language. This is a significant self-regulating learning strategy in learning reading and writing.

## **Classroom context**

Unchanged

## **Teacher's roles**

The teacher demonstrated many SRL behaviour in the shared reading, the show and tell and also the vocabulary building activity by demonstrating prediction when reading, looking at pictures and thinking about the vocabulary for the visuals and building up self-assessment

## **Assessment**

Formative assessment of commenting on students' answers from questions and the mask they have completed.

**19<sup>th</sup> March, 2013**

## **Independent reading in SW4**

In their groups after doing the post-reading activities, they liked the reading time a lot. After reading their own book, they liked to read to each other the letter books. This was only for Group D as only they could complete the worksheet quickly. The NET asked them to go to the reading corner to choose the book they like to read. They were happy about it. The students who had not finished their writing task asked me whether they could read at the reading corner too. They look forward to it a lot but they have to finish the worksheet first.

**15<sup>th</sup> April, 2013 Where am I SR1 (the 2<sup>nd</sup> videotaped lesson)**

## **Reading Motivation in lesson**

The lesson started with the singing of the song "Put your fingers on your nose." The class liked the song a lot and clapped they clapped their hands without being told to. The students in the orange and yellow groups were happy to sing it and Bill was very active and sang it very loudly. Blue team and green team participated too but some students like Doris did not sing but just clapped her hands. She did the clapping for one or two times about did not sing much. The orange team liked the singing too. For the reading aloud of HFW, they seem quite tired and did not read it all together. A girl in the higher ability group did not read at all so I asked her to stand up and read by herself. I started to show some new words and I asked them to raise their hands with they know the word. They liked reading aloud the words. Some students were not paying their full attention like Doris, Darren and Ben. In the sentence making part, Doris was suddenly more active and tried to make a sentence with the HFW. Students enjoy the phonics time a lot as they were encouraged to use a finger to write and guess the phonic letter together. The shared reading part was the most joyful that students like the story of Mr Harry a lot! They were engaged in guessing what happen next and by covering some of the pictures, the NET had made the reading more fun. Even the students who used to be not very focused looked at the book intensely. The class had an happy morning with laughter in reading.



**Self-regulated learning and reading (Post-reading):****Post reading task: The writing task of the animals in the zoo**

The task was well structured that the students had to first locate the animals and then cut the pictures out to paste them. The task was communicative in a way that students had to write down sentences to describe the animals.

**Classroom context**

Peer collaboration was enabled. The target vocabulary was available for students to get support from.

**Teacher's roles**

As facilitating as usual

**Assessment**

Formative assessment of commenting on students' answers from questions and formative instant feedback was given to the students.

**Appendix 2d**(DVD-rom/USB) Complete Transcriptions of interview with students (Group 1 to Group 5)

**Appendix 2e** (DVD-rom/USB) Videos of the 2 sessions of PLP-R/W

(DVD- rom/USB) PLP-R/W documents

**Appendix 3a.** Unit of Work of PLP-R/W : A Paper Plate Mask (SR1 to SR4)

**Appendix 3b.** Unit of Work of PLP-R/W : Where am I? (SR1)

**Appendix 3c.** Sample of Home Reading Booklet